

CH

the
ease
a
ady
his
son,
esti-
skin
und
ises,
peri-
son
hal-
n of
d to
nor-
sted
the
was
sted
oper
suffi-
tial.
uses
ssels

Dr.
e 28
ara-
ar of
ely."
that
mok-
king
lped
ision
e ef-
even

1935-
frican
The
1935-
etball
l the
, the
, the
etball
1935-
Scho-
ge R.
able

f the
ently
ment
ation
own
poses
onsti-

ws of
ection
ll, by

acy of
d and
Physi-

of the
M.A.,

SCHOLASTIC COACH



The basketball lace was a bad actor...



now it's a has-been!

AS LONG as there were stems and inefficient valves, and bladders had to be frequently removed and replaced, the basketball with a lace and opening had to be put up with.

But—now bladders wear practically as long as

their casings. And the stem and old-style troublesome valve have been replaced by a more efficient, more modern type valve.

So—like the quarter-sleeve basketball shirt—the basketball lace has passed into history . . .

The new laceless ball is built for stardom. Why? Because it's the most perfectly balanced ball ever put into play . . . and the truest in flight and bounce.

Investigate these advantages in the Reach Official Laceless AAL (licensed under Patent No. 1551099). It embodies all the ruggedness and excellent workmanship for which Reach basketballs have always been noted. With the new laceless feature, the Reach AAL is the basketball that every top-notch team wants!



PLAY THE REACH OFFICIAL LACELESS AAL BASKETBALL
A. J. REACH, WRIGHT & DITSON

The energy needed for Basketball



GENUINE BRAN FLAKES HELP PRODUCE WINNERS

A TEAM must be fit to be fast. That means bodies must be well nourished—but not overloaded with heavy, hard-to-digest foods.

Light, crisp Kellogg Cereals, with milk or cream, supply as much real nourishment as many hot, heavy dishes. They don't overtax the digestion. They release energy quickly. Genuine bran flakes supply just enough extra bran to be mildly laxative. Help keep bodies fit and regular.

Suggest light, easy-to-digest Kellogg Cereals to your squad. Recommend them for a wholesome breakfast or refreshing lunch. They make an ideal food for energy at the last meal before a hard game. Kellogg's Cereals are sold by all grocers. They're served by restaurants, hotels and dining-cars. Made by Kellogg in Battle Creek.

Truly better Bran Flakes

Kellogg's PEP Bran Flakes are *genuine* bran flakes—labeled in accordance with the recent ruling of the U. S. Food and Drug Administration. They supply enough extra bran to be mildly laxative.

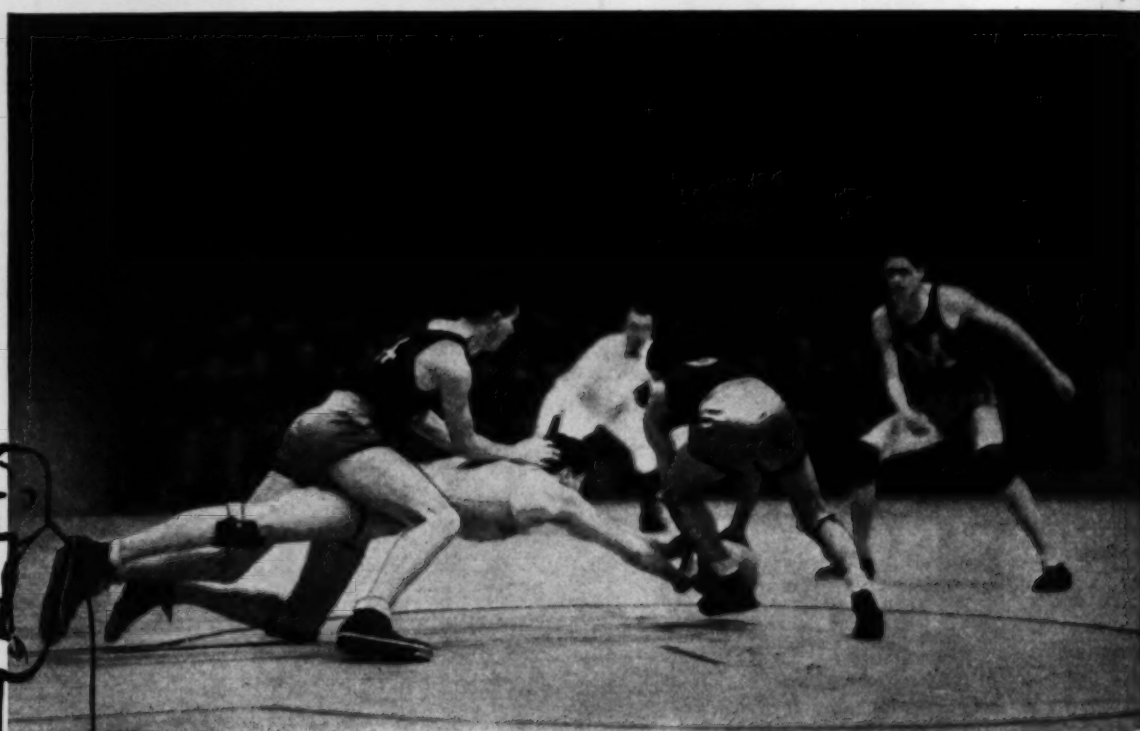


PEP Bran Flakes are popular with active appetites. They're crisp and delicious with milk or cream. Extra good with sliced fruit or honey added. Always nourishing and easy to digest. Always oven-fresh at all grocery stores.

Tune in *Kellogg's* COLLEGE PROM

A sparkling half-hour of song and rhythm. The thrills of sports. The excitement and color of a different campus every week! EVERY FRIDAY NIGHT. 8:30 (E. S. T.). WJZ coast-to-coast Network—N. B. C.

Kellogg's PEP BRAN FLAKES



To PREVENT SPILLS LIKE *These*

3500 COACHES DEPEND ON SEAL-O-SAN

EVERY COACH KNOWS that nothing pulls a good team down quicker than injuries. Yet every year finds natural stars, speedy men with sure eyes for the basket, warming the bench because of strained muscles or torn ligaments—the results of a skid or a fall on a slippery floor.

This constant menace to even the smoothest of teams can be ended by applying Seal-O-San to the gymnasium floor. With Seal-O-San providing 100% sure-footing, your squad remains at the peak of condition. Floor injuries no longer keep your best players out of the line up.

That is why coaches at Purdue, Pitt, Rutgers, —

and 3500 other schools insist on developing their teams on Seal-O-San. They know that the 100% non-slippery finish improves dribbling, passing, and footwork. And with no injuries to handicap teamwork, they get the brand of passing and shooting that chalks up victories.

The Christmas holidays offer an opportune time to finish your floor with Seal-O-San. It is low in cost, easy to apply, economical to maintain. Like 3500 other coaches, you'll find it a great aid in winning faster and cleaner games.

The HUNTINGTON  LABORATORIES *Inc.*
DENVER HUNTINGTON, INDIANA TORONTO

SEAL·O·SAN

THE 100% NON-SLIPPERY GYMNASIUM FLOOR FINISH

SCHOLASTIC COACH

Reg. U. S. Pat. Off.

IN THIS ISSUE VOL. 5, NO. 4

COVER DESIGN BY OWEN REED	
LETTERS TO THE EDITOR	4
HERE BELOW	5
BASKETBALL STRATEGY FOR 1935-36	7
By George R. Edwards	
WRESTLING: East vs. West	10
By Alfred Chakin and Hyman Krakower	
COACHES' ASSOCIATIONS	14
FAKE PASS TO CONFUSE GUARDS	14, 15
Photographs	
BUILDING THE BASKETBALL MACHINE	16
By Archie R. Chadd	
DRAG DRIBBLE	16
Photographs	
GIRLS' BASKETBALL RULES, 1935-36	20
By Wilhelmine E. Meissner	
LIFETIME SPORTS	22
By R. E. Lindwall	
FOR YOUR BULLETIN BOARD	29
BASKETBALL IN RELATION TO FLOOR SIZE	30
By A. J. Bergstrom	
PLAYER'S FATHER SHOOTS COACH	31
JACK LIPPERT, Editor OWEN REED, Associate Editor	

The editor will be glad to consider any manuscripts and photographs submitted to him for publication, if accompanied by stamped addressed envelope for return, if unsuitable.

Scholastic Coach is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president, Publishers of *Scholastic*, the American High School Weekly for students; and *Highschool*, fortnightly for classroom teachers.

Address all editorial and advertising communications to Scholastic Coach, 250 E. 43rd Street, New York, N. Y.

G. Herbert McCracken, publisher; S. Z. Oppenheim, advertising manager. Western advertising manager, Robert S. Wright, 35 East Wacker Drive, Chicago, Ill.

Subscriptions for the United States and Canada, \$1.50 a year. Foreign, \$2.50. Back issues: 25 cents, current volume; 50 cents, previous volumes. All correspondence concerning subscriptions and circulation should be addressed to Circulation Department, Chamber of Commerce Bldg., Pittsburgh, Penna.

The entire contents of Scholastic Coach are protected by copyright.

Scholastic Coach is a member of the controlled Circulation Audit, a bureau for examining and



auditing circulation figures for the protection of advertisers. CCA statements of Scholastic Coach circulation supplied on request. Through this service, Scholastic

Coach advertisers receive incontrovertible evidence of the circulation they are paying for.

ROUTING SLIP

Cut this out, clip it to the front cover, and use it for routing the magazine to all staff members. After reading this issue, check your classification and pass the magazine along to the next person.

- ☐ Principal
- ☐ Director of boys' athletics
- ☐ Director of girls' athletics
- ☐ Basketball coach
- ☐ Football coach


☐

☐

Return to:

SAFE

LIGHT



BUT HEAVY

BUT dangerous

SHOES
MUST
BE **SAFE**
AND
LIGHT

Coaches know they should have a well balanced Team—and well balanced Equipment, too. Neither one should be strong in one necessary characteristic at the expense of another.

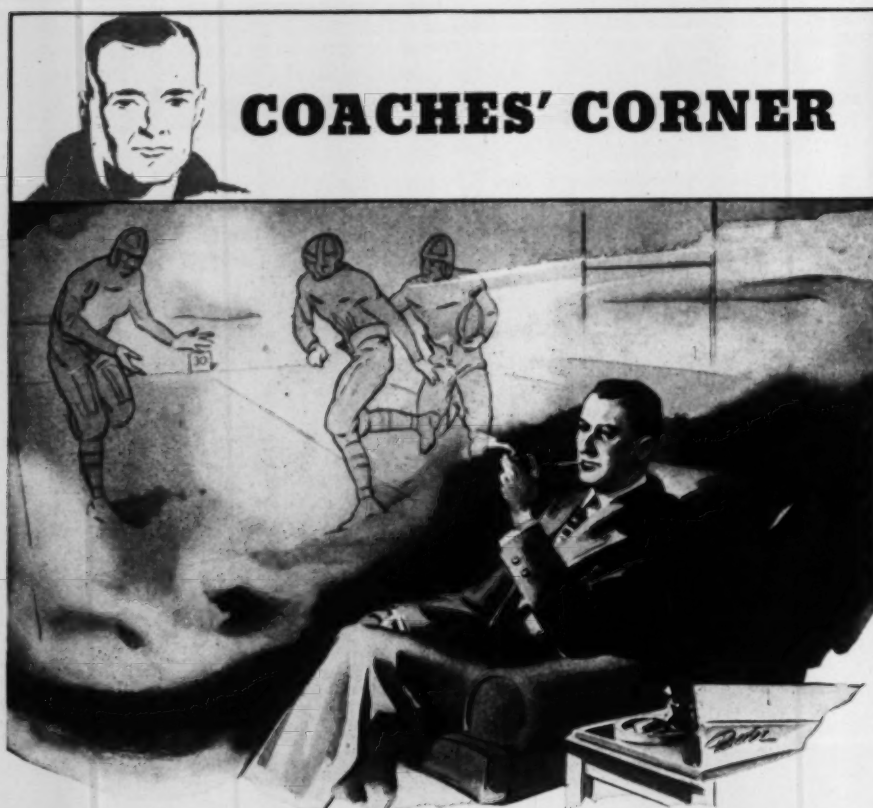
The athletic shoe must have a strength that will protect the ankles, that won't give way under the strains of championship play, that will stand up under hard usage. But it must also be light and pliable. Light...for quick getaways, for split second footwork, for foot feints and for sheer Speed. Pliable and comfortable, to bring players off the field as foot-happy as when they went on.

Genuine Kangaroo combines these two most important factors of an Athletic Shoe to a degree not equalled by any other leather. Because its fibres are interlaced it is 17% stronger, weight for weight than any other leather used in shoes. That means that at any one strength, Kangaroo leather will be 17% lighter than the next best leather...that at any equivalent weight, Kangaroo leather will be 17% stronger than the next strongest leather.

These are facts to remember!

KANGAROO TANNED IN AMERICA





COACHES' CORNER

On the 40 Yard Line of Life

IT'S fine for a man of forty, fifty or sixty to be able to look back upon his school days when he was halfback for his Alma Mater. But wouldn't it be finer for him if he had learned to play some game that he could still play?

Quoting from the Detroit News: "Age never harmful in playing billiards . . . In baseball, basketball, football, or tennis, in fact all sports that require extreme physical effort, the years of active participation are limited, but in billiards a player can pass the proverbial three score and ten and still engage in active competition with the newer generations. Alfredo De Oro is a living example of how one can go on indefinitely. The grand old man of billiards is in his 73rd year!"

Why not give the students under your supervision a chance to learn the game they can enjoy not only *now*—but when they are on the 40, 50, 60 or 70 yard line of life? There is no better game than billiards for intramural activities. Everyone can play—boys and girls alike—and everyone *likes* the game.

You can arrange it—much easier than you probably imagine. Free booklets "How to Play Billiards" are available in quantities without charge. Write Dept. C241.

**THE NATIONAL BILLIARD
ASSOCIATION OF AMERICA**

THE GOVERNING BODY OF BILLIARDS IN THE U. S.
629 SOUTH WABASH AVENUE, CHICAGO, ILLINOIS



Letters to the editor

Has Hearst gone to sleep?

TO THE EDITOR OF SCHOLASTIC COACH:

I want to tell you how much I liked your October cover showing the coach's memorandum pad and the scribbles on his desk. I was particularly attracted to the football lineup bearing such names as Robinson, King, Whitener, Gould, Wright, Watson, Gorman, Obey et al. Is this your idea of a typical American team? Ha ha! It is about the most un-American lineup I ever saw and I have a mind to call it to the attention of William Randolph Hearst. Where are the Schmoskoskis, the Pradovonovichs, the Riggletonis, and, if I may be so bold, the Zehfusses? Yes, you editors and artists who sit in arm-chairs and never get out among people may be pardoned for your ignorance of the real America.

Very truly yours,

PAUL E. R. ZEHFUSS, M.D.
Asst. Basketball Coach,
Univ. of Pittsburgh.

Scholastic Coach thanks Dr. Zehfuss for his searching criticism. His mention of Hearst prompts us to ask that patriotic publisher why he does not turn his editorial guns on this so-called American football. As Mr. Hearst can see from any lineup, the game is not 100 percent. How about it, Mr. Hearst? Go get 'em.—EDITOR.

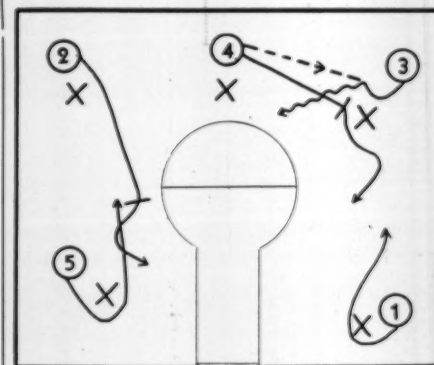
Screen, hesitate & break

TO THE EDITOR OF SCHOLASTIC COACH:

After reading Mr. Wells' interesting article in the October Scholastic Coach, I would like to suggest a few variations that might be of interest to coaches.

First of all I use the same formation as Mr. Wells' Diagram G, page 27, but use the screening man at all times as a possible scoring threat.

In the suggested Diagram X, all men



MR. NOBLE'S DIAGRAM X

[See page 6 for Mr. Wells' Diag. G]

that screen hesitate a moment and watch the man with the ball. The second he stops the screen man breaks for the basket. In nine cases out of ten the defensive man has turned to watch the ball and is caught off guard. This system of screen, hesitate, and break works effectively against shifting opponents, as the stopping and start-

[Turn to page 6]

HERE BELOW

**Football season in review.
Grid deaths greatly
exaggerated.**

THE recent football season lends itself to easy comment by a division into four categories: (1) Entertainment Value, (2) Fatalities, (3) Professionalism, (4) Rules. We beg your indulgence while we unburden ourself of a few thoughts on these topics.

Entertainment Value. The season was rich in this value. There were more spectators, paying more money, and seeming to get more fun than ever out of it all. Some say there were more spectators at games getting more fun out of the bottle than out of the game, but since the Associated Press has issued no communiqué on this matter (no doubt because they had neither the time nor the patience to count the bottles), we will not venture to say whether the drunks have become numerous enough to endanger football's Entertainment Value for the sobers. ¶There was also a protest, flung out from Philadelphia by Professor John DaGrosa, author of the game's most comprehensive work, *Manual for Functional Football* (adv't.), over the amount of football gambling going on. Prof. DaGrosa thinks that it is undermining the game. The football score picking and pool racket has swept the country, with millions of dollars going into the hands of racketeers. We don't believe this is undermining the game, though there is no question as to what it is doing to a lot of pocketbooks. DaGrosa says that coaches who predict the outcome of games in the press and on the radio encourage the grand swindle. Though we doubt that if these coaches did not do this there would be any less gambling, we do believe that coaches should lay off the guessing business. The American Football Coaches' Association ought to forbid its members indulging in it.

Fatalities. Again the football fatality rate is getting widespread publicity through the enthusiasm of the Associated Press for keeping in touch with and reporting these tragedies with an amazing dexterity for skimming the surface and avoiding basic facts. As it annually turns out under a real examination, such as Floyd R. Eastwood and his New York University colleagues give it, many of the A.P.'s "tragedies of the gridiron" prove to be only remotely connected with the game of football. Yet, by the manner in which the stories are written the

reader is left with the impression that football alone brought about the conditions resulting in death. ¶Coaches and others interested in the welfare of football should do what they can to warn the public against giving credence to football-fatality reports that appear during the season, unless they contain a satisfactory account of all the circumstances involved. In-season newspaper reports never do this, and the public should be brought to realize that the only reports, national in scope, to be trusted are those issued by Mr. Eastwood's office, which has become generally accepted as the clearing house for football-injury and fatality-facts. ¶On the very day that the Associated Press was writing of "thirty-five fatalities reported," Mr. Eastwood told us that only about half that number could be attributed to football, and that as yet he did not have all the pertinent facts even on these. The A.P. and the Eastwood office are supposed to be cooperating on this matter, but it seems that the news-gathering agency seldom takes the trouble to consult the fact-finding agency. Of course, on spot-news

stories reporting the fatality the day of its occurrence it is out of the question to have the Eastwood office make an investigation and issue its findings on the case in time to go on the A.P. wires the same day. But it is not too much to expect the A.P. office at the source of the news to get as many facts as reporters on the other stories usually manage to get, and to put on the wire something more than the usual two-sentence report. Any victim who happens to be a high school student, even though he may have no connection with the school team and plays all his football on some vacant lot with the corner gang, is usually referred to as a "high school player." ¶And this is not the only point in the matter at which the A.P. goes haywire. When it comes to "interpreting" the deaths, it invariably makes them out to appear the result of gross negligence on the part of high schools because deaths in the high school group outnumber those in the college group. These "interpretations" never take into account the fact that there are, putting it conservatively, ten times as many high school players as there are college players. Nothing so well reveals the A.P.'s haphazard treatment

of this subject as the following sentence from its release of Nov. 13, 1935: "... twenty-nine of the thirty-five fatalities reported have occurred in high school games and others of the pick-up variety, while only three casualties have occurred among college players." The italics are, of course, ours. Well, National Federation of State High School Athletic Associations, and the 48 state associations in control of interscholastic contests, not to mention the thousands of district and city high school leagues, how do you like that for lump classification after all the work you have been doing these many years?

Professionalism. We have always been in favor of frank and outright fees for college players at institutions desiring strong, crowd-getting teams. The newspapers in recent months have contained a number of tell-tale items, indicating that the demand for honesty and open-dealing in this matter is growing. Developments, in brief:

The Penn State Collegian urges



A Merry Christmas and a Happy Basketball* Season

Penn State College to pay her athletes.

Cornell University has announced scholarships for athletes. (Most colleges paying the way of athletes are ashamed to admit it.)

Governor Sholtz of Florida invited the University of Florida Alumni Association to "raise the money for such a team," when the Alumni Association asked for a policy of "reasonable compensation" for football players.

Governor Davey of Ohio made the headlines by objecting to the presence of Ohio State football players on the state payroll. The implication seemed to be that he did not object to their

[Concluded on page 28]

*Photograph of basketball group of wire-reinforced paper dolls, executed by editors of *The Agrarian*, published by the School of Agriculture, Univ. of Minnesota.



A FEW WORDS FROM
THE DYNAMIC COACH
OF MANHATTAN COLLEGE—

Chick Meehan

ABOUT

DOLE

HAWAIIAN PINEAPPLE JUICE

"I drink DOLE Pineapple Juice and like it immensely. What's more, I recommend it to my players because it quenches thirst, soothes the throat, and refreshes in a most satisfactory way."

TODAY millions are drinking DOLE Hawaiian Pineapple Juice — the pure juice of sun-ripe pineapples. Some like it best at breakfast, some prefer it between meals, others drink it at bedtime, but most everybody wants it any time they can get it.

Coaches, trainers and athletic managers all over the country are ordering DOLE Hawaiian Pineapple Juice. Why not try it yourself? Sold by grocers everywhere.

HAWAIIAN PINEAPPLE CO., LTD.

HONOLULU, HAWAII



Sales Offices: 215 Market Street, San Francisco



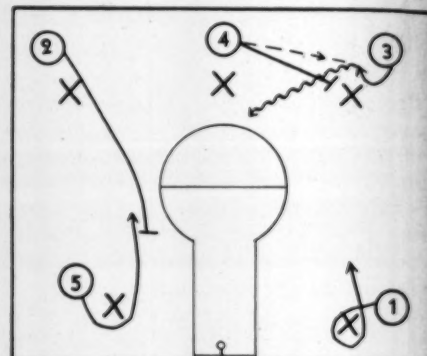
FREE SAMPLE of DOLE Juice to Coaches:

We would like you to experience for yourself just how delicious and fragrant this unsweetened, natural juice from Hawaii is. Write for your free can of DOLE Hawaiian Pineapple Juice. Sent, post-paid, to all coaches, trainers, athletic managers, with an interesting booklet, "Twenty Questions and Answers," giving you complete information about this fine Hawaiian fruit juice.



ing of the screening player serves to disconcert the defensive player who has switched to cover him.

EARLY SEASON TACTICS: I have found it a good practice to restrict the dribble in early season practice to insure faster breaks and team work. At first the players will take steps, find themselves with the ball and no man open to receive a pass. After a few days boys learn that after



MR. WELLS' DIAGRAM G

[From page 27, October Scholastic Coach]

Player 4 passes the ball to Player 3 and blocks for 3 as he dribbles in toward the middle of the court, or goes all the way in for the pivot possibility. If Player 3 does not dribble in to become the pivot man with the ball, he has alternatives which Players 1, 5 and 2 make available when they recognize the intent of Player 3. In fact, the pass from Player 4 to Player 3 can be an automatic signal for the following: Player 2 cuts for the basket and screens for 5 as he does so. Player 5 circumvents his guard by the cut-around method shown in the diagram, and 1 performs a similar maneuver on his guard. All the defensive men are kept busy, and when they are kept this way they are much more likely to get in one another's way than if one or two men were left unharried with nothing to do but look for the switch they will make to spoil your screens.

passing they must break ahead to receive the next pass if necessary, also to break diagonally across the floor to receive a pass. Before long they may take one dribble and increase the dribbles as the season progresses. Midseason will find them rarely missing a man on the break or under the basket, because they have learned to look ahead.

The 1935-36 rules will tend to speed up the game considerably. More speed will see many more passes intercepted by opponents, so it might be wise to concentrate more on meeting each pass and special care taken to see that each player covers up each pass he receives. By breaking ahead of defensive man, cutting over in front of him when meeting a pass, the danger of interception will be greatly reduced.

VIRGIL J. NOBLE
South Intermediate School,
Saginaw, Mich.

BULLETIN



JAMES PHELAN
Head Football Coach
UNIVERSITY OF WASHINGTON



COACH PHELAN'S NOTES ON ATHLETIC VALUES!

If you play the game the best you can and in a sportsmanlike manner, athletics will develop many fine qualities of character. Some of these qualities are:

1. Self-reliance
2. Courtesy
3. Perseverance
4. Cooperation (teamwork)
5. Self-sacrifice
6. Modesty
7. Generosity

Physically, the boy or girl who participates in athletics, under proper supervision, derives many physical benefits. Some of these are:

1. Strength and endurance
2. Pose and graceful movements
3. General, good, vigorous health
4. Physical efficiency.

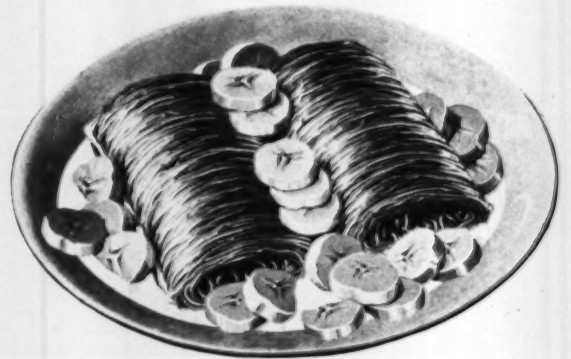
In addition to participating in team games, learn to play a number of individual games, like tennis, golf, archery, swimming—which you can continue in later life.



EAT SHREDDED WHEAT FOR HEALTH AND ENERGY

One of a series of posters issued in the interest of good health by **SHREDDED WHEAT**

Coach—PUT YOUR HAND IN NOW FOR NEXT YEAR



IF you recommend Shredded Wheat all through the season you know what an important part it played at the training table. For crisp, delicious Shredded Wheat, with fruits or berries and milk, is a champion energy producer. It helps build health and lasting stamina.

Now that the season has drawn to a close, explain to your players how important it is *not* to let down. Suggest that they keep up that morning breakfast of Shredded Wheat. Explain once more how it contains Nature's most perfect balance of vital health elements — Mineral salts, calcium, carbohydrates, proteins, vitamins, phosphorus, iron and bran.

Hundreds of coaches recommend Shredded Wheat. And the players adopt it with enthusiasm—because they get the health elements they need in their most delicious and digestible form.



SHREDDED WHEAT

A Product of NATIONAL BISCUIT COMPANY



ON THE OTHER SIDE OF THIS PAGE IS A POSTER FOR YOUR BULLETIN BOARD. IF YOU'D LIKE EXTRA COPIES FREE FOR GYM AND ASSEMBLY HALL BULLETIN BOARDS, SEND A POSTCARD TO NATIONAL BISCUIT COMPANY, EDUCATIONAL DEPT., 449 W. 14th ST., NEW YORK CITY.

BASKETBALL STRATEGY FOR 1935-36

By George R. Edwards

The case for the defense is presented by the Missouri coach in his second article

This is the final article of a series of two on the effect of the new rules on basketball strategy, written by the coach of the University of Missouri basketball team. The first article, dealing with the offense, appeared last month. Defense is this month's topic.

CONSIDERATION of the probable effects of the basketball rules changes for the coming season on defensive play arouses two contrasting thoughts in the minds of coaches. The first is that one great problem for the defense automatically has been solved. Formerly the offense had been allowed to station a player in front of or near the basket where he was a tremendous scoring threat as well as an effective hub for a good passing attack. At least a part of this pivot-post's activity consisted of attempts to crowd his guard out of position; and, just as often, the guard tried to keep the post away from spots where he was most dangerous.

Contention between the two so often developed into an unsatisfactory wrestling and pushing contest, for which responsibility was hard to place, that legislation against one or both was necessary. This legislation was aimed at the offensive man by the adoption of a provision which prevents a member of the team in control of the ball from staying in the freethrow circle or lane longer than three seconds, regardless of the ball's location. While the post player may stand at the side of the lane and still be a threat, there is no question but that his effectiveness has been reduced. Thus, the offense has only restricted use of a stunt which has been one of its most potent weapons. Normally it is axiomatic that any regulation which limits offensive action simplifies defensive play.

Post's guard must branch out

A coach's first thought that defensive teaching will be easier soon is followed by a fear that smart opponents may spring substitute tactics for the old pivot-post plays which might prove even more effective. At least during the early season games there will be many experiments with unique and complicated moves to obtain good shots. The defense which relaxes because of assumed legislative assistance probably will meet surprise offensive maneuvers which will cause many annoying and embarrassing moments.

There is no reason to anticipate any changes in the defensive work of in-

dividuals except for the player who has guarded opposing pivot-posts. Much time has been spent in the development of at least one tall, rugged, aggressive guard to cover the post. Since the play of all posts has been strikingly similar; and since he was easy to locate due to his occupancy of the same spot, the play of the post guard has had a tendency to become highly specialized. In fact, this defensive, specialist has had such little experience in other types of guarding that changes in attack often have made him valueless.

Forced by the new rules to adopt other methods it is probable that offenses will do more maneuvering than has been customary. If so, the specialty guard must learn more about covering an opponent who is far from the basket. In addition, the other defensive players must be prepared to guard an opponent who momentarily moves into the post position. Lack of versatility in guarding on the part of any individual will greatly handicap his team's effectiveness on defense. Particularly is this true of man-to-man defenses. On the whole, though, the abilities which made players strong in defensive work last year will operate with equal force during the coming season.

The same conclusion applies to team defensive systems. Formations and stunts which were profitable under the old rules will need only slight adaptation to be just as valuable under the new. Any drastic changes developed will be forced by such factors as inability of new players to fit into former schemes; or by discovery of disastrous weaknesses which previously were not apparent.

Generally speaking, there are only two types of team defense; namely, the man-to-man and the zone. Each of these has variations and modifications designed to cope with peculiar situations, and sometimes one team will utilize features found in both plans. The general schemes and modifications are so well known to basketball coaches that any detailed explanation here is unnecessary. However, a brief review of the principles on which each is founded, together with a few problems each will face is attempted.

The names applied to these defenses are very descriptive. The man-to-man type assigns one guard to check the

attack of a specified opponent; the zone defense assigns a guard to hinder any offensive action which takes place in one restricted area of the floor. In addition to his individual responsibility all players in both systems have emergency duties to perform when opponents overpower one part of the defense.

Man-to-man defense the favorite

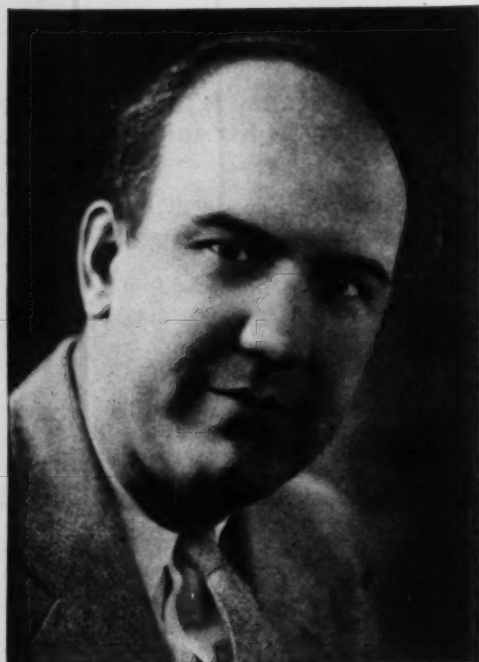
Man-to-man defenses seek to cover each opponent with a guard who can stop him. An attempt is made to meet strength with strength by matching the height, speed, aggressiveness, and agility of each opponent with a defensive man of similar characteristics. Recognizing, however, that every guard will fail at times to fulfill his assignment the scheme calls for sudden "switches" or "shifts" by one or more of his teammates to fill the gap caused by his failure. These shifts require that each defensive man possess a sound knowledge of the weakness of his team's plan, and an ability to diagnose all offensive thrusts quickly. Lack of this knowledge or ability will disrupt the defense whenever one of the cogs fails to function properly.

A tendency to become confused is a prominent weakness in the man-to-man defense. In spite of this a vast majority of coaches prefer the scheme to the zone defense because of its greater adaptability and flexibility. The man-to-man plan can concentrate its members near the freethrow area to shut out a short shot attack; it can spread them over a larger territory to hinder longer shots or to upset timing of set plays; assignments can be changed to care for surprising strength; and it is the only scheme which offers a chance to obtain the ball when opponents are withholding it from play.

Now, what must a man-to-man scheme prepare for under the new rules?

For some seasons the pivot-post attack, because of its short shot strength, has been forcing the defense into retreated formations. Guards have had little or no experience in covering opponents "in the wide open spaces." Such guarding requires fine judgment and excellent footwork. With 1935-36 offenses making greater use of the fast break, double pivot-post, and

[Turn to page 9]



*Wilson builds
a ball that
will fit your
picture —*

Perhaps no man in the country has had an opportunity similar to the one afforded me, of keeping actively in touch with all types of basketball teams.

Many coaches may have had such an experience during the course of their careers, but right now, I am contacting the teams of today in grammar schools, high schools, colleges, universities, playground and Y.M.C.A. groups. I am familiar with the present day needs of every type of team.

I also know the Wilson line from A to Z and can assure you basketball coaches of the nation that there is a Wilson basketball to fit your picture, no matter what that picture is. And the ball will do a swell job of it too.

"Chuck" Taylor



- CTO—THE WILSON "CHUCK" TAYLOR OFFICIAL LACELESS BASKETBALL School price, Each \$11.45
- J4L—WILSON OFFICIAL LACELESS BASKETBALL School price, Each \$11.45
- J5L—WILSON INTERCOLLEGIATE LACELESS BASKETBALL School price, Each \$10.75
- J6L—WILSON LACELESS CONFERENCE BASKETBALL School price, Each \$10.00
- J4—WILSON OFFICIAL BASKETBALL School price, Each \$10.95
- J5—WILSON INTERCOLLEGIATE BASKETBALL School price, Each \$10.25
- J6—WILSON CONFERENCE BASKETBALL School price, Each \$9.50
- J7—WILSON TOURNAMENT BASKETBALL School price, Each \$8.50
- 34RL—WILSON SCHOLASTIC BASKETBALL School price, Each \$7.50

Wilson
SPORTS EQUIPMENT

WILSON SPORTING GOODS CO.
Chicago, New York and Other Principal Cities

[Continued from page 7]

maneuvering types of attack, it will be incumbent upon the guards to be capable of all-court defensive work.

Increased stress on the fast break will necessitate a quicker change to defensive formation, and probably will make the spread defense more valuable. At any rate, teams will profit by practice time spent in rushing to defensive stations upon loss of the ball. When set offenses of the double pivot-post type are met two post guards will be needed, but both of these must be able to cover opponents who cut, criss-cross or screen in rotation and spread types of offense. In other words, each man-to-man defensive player must be capable of good guarding regardless of the formations and tactics the opposition may employ.

Emergency defensive duties to fill in for individual lapses also must be stressed. These consist of "switches" or "shifts" to take care of an opponent who has eluded his guard either by cutting or screening. All methods of switching assignments are similar in operation but make use of variations in signals, timing, and changes. It is a common practice for some defensive man to yell "shift" or "screen" when an emergency arises. A slight threat to screen will cause one defense to shift while another may wait until the play actually takes place. It is generally agreed that a reduction in the number of changes a defense is compelled to make decreases the chances

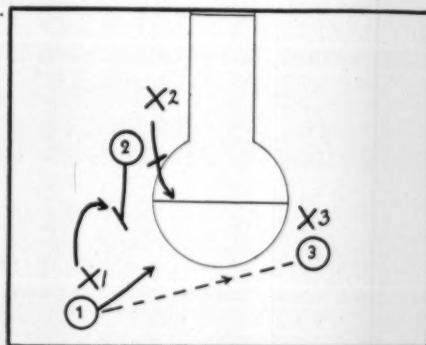


DIAGRAM 1

The offensive move is a typical attempt to screen. 1 passes to 3 and 2 moves into a position which may prevent X-1 from following the passer. Unless both X-1 and X-2 know when and how to operate either one or the other of the opponents will obtain a scoring opportunity.

The defensive plan considers two possibilities: First, the position of 1 may not hinder X-1 and no shift is necessary. Second, X-1 may be screened and a shift is indicated. Defensive confusion will arise if one guard shifts and the other does not.

To cover the play X-2 "loosens up" on 2 and watches to see what happens to X-1. If the screen fails he stays with his man. Should the screen succeed X-2 steps over and picks up the free opponent while X-1 pivots quickly to guard the man who screened him. After the shift both defensive players stay with their new men until a convenient time to return to their old arrangements is found.

of confusion. A simple method which takes care of emergencies and yet permits the smallest possible number of shifts is sketched and described.

Single screens like this are covered with very little practice. Several screens in rapid succession worked against first one guard and then another, however, place great strains on the defense and require that each individual must be alert constantly. Failure of any guard to shift correctly presents the opposition with a scoring opportunity. Like the proverbial chain, a man-to-man defense is no stronger than its weakest link. Particularly will this be true in the coming season as the offense undoubtedly will exert

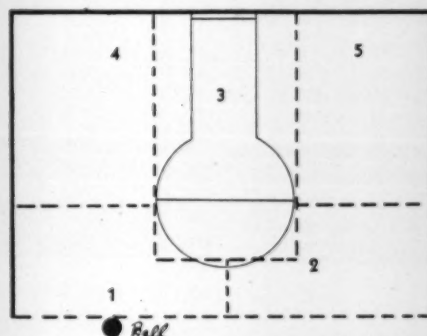


DIAGRAM 2

The scoring area is divided into three sections along the end line and two sections in front of these. Because of the divisions, the plan commonly is called a 2-3 zone.

As the ball-holder approaches a front zone the guardian rushes out to hurry a pass or hinder a long shot. The others assume places as indicated with only slight changes to cover opponents open for a pass.

great pressure upon the weakest guard.

Zone defenses, on the other hand, are designed to protect their weaker members and, in addition, tend to reduce confusion. In general, the zone plan stations a guard in each of the five areas on the court from which opponents are most likely to score. (The term guard as used in this article applies to any defensive man.) Theoretically each zone guard pays little attention to floor moves of the opposition except insofar as they affect possible shots from or passes through his territory. Emergencies arise, however, where a zone suddenly is loaded with two opponents, one of whom has the ball. Such situations are met by moving a guard from one of the adjoining areas into the threatened zone temporarily.

One of the most popular divisions of the court into zones is shown in accompanying diagrams 2, 3 and 4. Dotted lines indicate the territory assigned to each defensive man. While their exact locations are mostly determined by the position of the ball holder there are some modifications dictated by the threats of the other four opponents.

Strong features of a zone defense

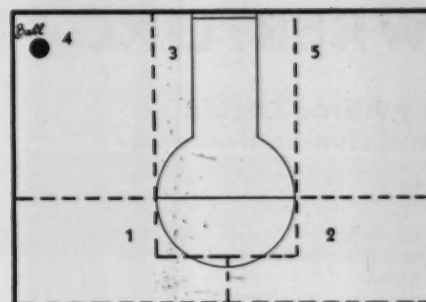


DIAGRAM 3

As the ball is maneuvered down the side-line, 4 moves over to cover the threat while his teammates move a stride or two to stop the possibility of a quick pass and a short shot.

are its ability to stop screen plays; to guard short shots; to capture rebounds; to intercept passes; to avoid confusion; and to be in position for a fast offensive break. This description makes it appear that the style is ideal. Actually, though, it has several vulnerable points which, in the opinions of a majority of coaches, are fatal.

As the size of zones is increased it is obvious that one defensive man cannot defend so well against all threats. Consequently on maximum size courts many leaks are sprung in a zone defense when faced by an accurate and fast passing attack. Any decrease in the size of the court finds the style greatly strengthened. A compact arrangement of the men leaves splendid

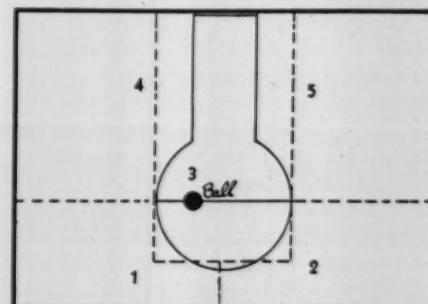


DIAGRAM 4

Movement of the ball to the freethrow area sends 3 to protect while 4 and 5 meet any threat near the basket, and 1 and 2 are in position to "cage" the ball-holder.

Note: First, any cut for the basket by the ball-holder requires him to elude at least two men. Second, any screen play may dislodge one defensive man but leaves another ready for effective guarding.

openings for medium distance or side-line shots; while a spread zone has difficulty in covering shots from the freethrow circle and under the basket.

The greatest weakness of all zone defenses, however, lies in an inability to handle an offense which refuses to bring the ball into scoring territory. Should opponents gain a lead in the score and then keep the ball near the center-line a zone defense is helpless.

[Concluded on page 31]

WRESTLING—EAST VS. WEST

By Alfred Chakin
and Hyman Krakower

This is the first of two articles on wrestling as it is done east and west of the Alleghenies. The authors, instructors in the Department of Hygiene, College of the City of New York, have called upon the moving-picture camera to supplement their text, and this is the first time that this method of illustration has been applied to wrestling. The photography is by Owen Reed, the direction by Mr. Chakin, wrestling coach of the College of the City of New York. The second article, to appear next month, will elaborate on the western style in word and picture.

PLACE a wrestling champion of our Eastern colleges in the same room with a wrestling champion of a mid-Western institution, let them grapple and who would emerge the winner?

The chances are overwhelming that the Western boy would win. Win handily, leaving no doubt as to who was the superior wrestler. In all probability he would come out of his match with his Eastern opponent the winner in six minutes by a pin.

Look at the results of the National Collegiate A. A. championships held at Lehigh University last spring. Seven out of the eight champions were wrestlers from the mid-West!

A spectator at these matches, or any other set of bouts between mid-Western and Eastern grapplers, could not fail to become impressed with the decisive style of wrestling used by the boys from Oklahoma, Kansas, Iowa, Illinois, Michigan, and Indiana. If he is a trained observer, and can notice stylistic differences, distinguish the movements and tactics of the Western athletes, follow their rapid attacks and counters, he will reach several interesting conclusions about the wrestling style of Eastern colleges and that practiced in mid-Western institutions. He will not take the superficial stand that the boys of the West are stronger, or huskier, or faster, or in better condition; or that stemming from the corn belt they are naturally superior

athletes than city bred boys; he will not say that Westerners have in-born qualities and instinctively wrestle more skilfully. On the contrary, he will conclude that these boys from the Mississippi watershed wrestle according to a system that is vastly different from that followed in the East; and, moreover, that this Western system is invincible.

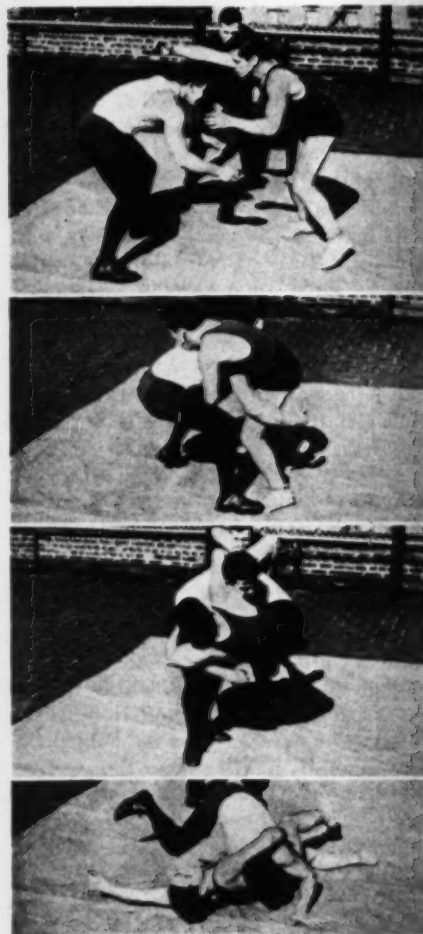
Coaches of wrestlers are aware of the different styles taught in the colleges of the East and mid-West. However, the layman and the amateur follower of sports are not cognizant of this. But that there are two styles, which differ as radically as the Warner system of football differs from the Rockne system, is as true as the further fact that the Western style is pre-eminent.

It is time that due credit is given to that mid-Western style of wrestling, the most successful method yet developed in the United States, triumphant not only in the N.C.A.A. bouts, but accounting also for the three American victories in the 1932 Olympic Games.

However, we should not stop with mere praise. After all, imitation is the best form of flattery, and it is with a desire to see the style as perfected in the mid-West generally studied, practiced, and imitated wherever wrestling is taught that we shall attempt in this article to explain its principles.

Students of the grappling art know that three distinct styles predominate throughout the world, each enjoying widespread popularity, and each laying claim to a superiority over the other two. There is the Graeco-Roman style, a hangover of the glory that was Greece and the grandeur that was Rome, which is popular in all countries of

Lack of emphasis in Eastern high schools causes difference in method, competence



Illus. E1: Eastern Style, Standing Both-leg Lift

A (the aggressor) dives, football fashion, under O's (opponent's) arms, reaches for his legs, places his head to one side and shoulder in arm pit. A lifts O high (this frame missing from the strip, because of space limitations), swings him to the side, and bangs him to the mat, falling on top of him at a right-angle.

Illus. E2: Eastern Style, Standing One Leg Pick Up and Trip

A (the aggressor who is in the white jersey throughout the illustrations), feints O off-guard, ducks under and grips O's leg with both arms, hugs the leg to his chest and draws it up, taking pains to keep it outside and wide. A steps forward with the foot on the far side (from his opponent's trapped leg), places his leg in the back of O's on the inside, and pushes forward, forcing O off his feet and back on the mat.



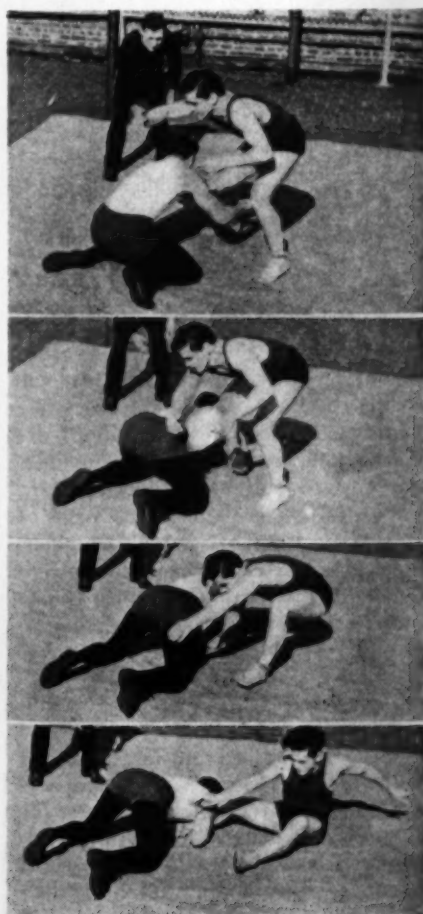


Europe. There is the jiu-jitsu, or judo, with its Oriental sponsorship and mystery, adapted by Japan into a national style. Finally, the third style, popular in the United States, with devotees throughout the world, the catch-as-catch-can.

Catch-as-catch-can has deep roots in this country. Its popularity in the United States is not an accident, for it may be described as a refinement of

Illus. E4: Eastern Style, Standing Ankle Drop

As in jiu-jitsu, this hold involves an attack at a point of the body which is inflexible, and therefore cannot give. A, measuring a proper distance, suddenly drops to his knees, simultaneously reaching out with both hands and grabbing O's heels. A moves forward until his shoulder touches O's captive leg just above the ankle. A then pushes with his body in a diagonal direction to the outside, forcing O off balance and to a sitting position on the mat.



the time-honored rough - and - tumble pioneer sport of colonial America. It has always been, and is still the style followed in every section of our country.

First adapted in Eastern states and perfected to a science in Eastern collegiate circles, catch-as-catch-can wrestling followed the westward movement of the frontier. However, in the course of time, important modifications in the Eastern style were made in the mid-West, so that while it is true to speak of catch-as-catch-can wrestling as the universal American style, yet so radical are the modifications of mid-Western wrestling, that it is now necessary to differentiate between a mid-West style and the Eastern mode.

In the East emphasis is placed upon body holds. Grapplers have been taught, and are being taught in nearly all Eastern schools, to try for holds involving parts of the body above the belt line. On the defense, they are instructed in counters for these holds, and breaks against them. Watch the teams taking the mat from Lehigh, Penn State, Princeton, Navy and Cornell. You will see a grand display of half-nelsons, hammerlocks, head chanceries, arm and crotch holds.

As the sport spread to our mid-Western states, however, emphasis shifted from body tactics to the new leg tactics. Western coaches, unhampered by tradition and eager to experiment with the experienced material which reported as candidates for the freshman team, discovered fine results could be achieved in following this new method. Gradually, school after school accepted it until it became sufficiently developed to win recognition as a distinct style of wrestling. Ask any coach in a mid-Western institution, who knows his body holds as well as leg wrestling, what his opinion is of the two styles. He will in all probability reply that the shift in emphasis from body to leg tactics

Illus. E3: Eastern Style, Standing Head Chancery and Bar Arm

There is not much in college and school wrestling that can be recognized in present-day professional wrestling, but this power hold on the head is something the professionals still use as a handle. It is easily blocked, despite the impression given by professional wrestlers who seem to stick their heads right into it. From the referee's standing position, A jerks O's head forward and clamps on a head chancery. A's other arm slips under O's into a bar arm. A turns his body to the side with the bar arm, twisting O's body correspondingly, until O's balance is lost and he is forced to the mat. On the mat A retains his arm around O's neck and presses down on his chest. By keeping his body at right angle to O's, and obtaining a strong position over O's chest, A has a good position for a fall.

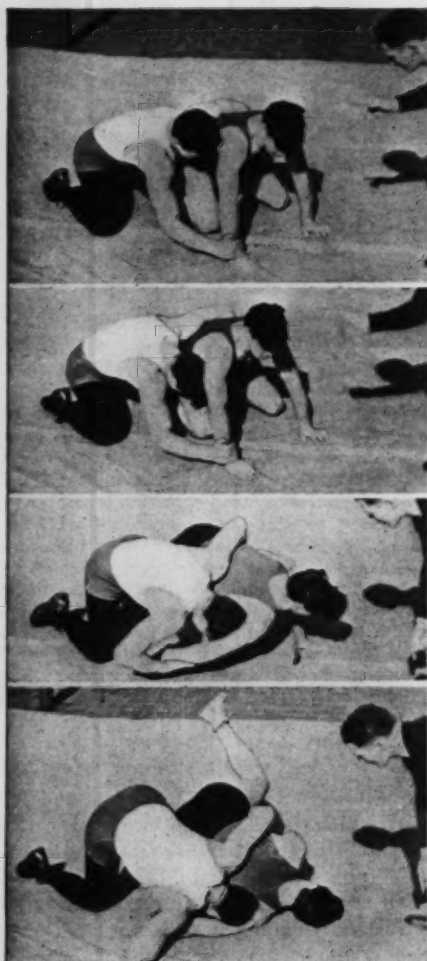
gives the leg wrestler much greater advantage.

The differences in the two styles of wrestling thus narrows down to a difference in emphasis. This doesn't mean that an Eastern matman knows nothing about leg wrestling; neither does it mean that the Western wrestler knows nothing about body holds. In both sections the wrestler taught the catch-as-catch-can learns something about both styles, except that in the East the coaches lay emphasis on the upper-body while in the West it is placed on the lower-body.

However, there is this that must be kept in mind. A wrestler cannot be taught the intricate leg wrestling, the accurate timing and peculiar body-balances of this style, until and unless he has mastered the body holds. Thus we can begin to see why the Western style gives a grappler mastery over the Eastern style. It is the more scientific style. The matman who has acquired that science knows more about wrestling.

To answer the question which naturally arises here, "Why does the Western wrestler know more about wrestling than his Eastern competitor?" we must conduct an investigation into the wrestling background of each in the schools of both sections.

We will skip over the elementary school because in neither section is wrestling taught in the lower grades. However, in the secondary schools we encounter a striking situation which throws much light upon our investigation. We see in the East few high schools with wrestling facilities, offering its grapplers organized and regular competition.



Illus. E6: Eastern Style, On the Mat
Wrist Hold with Head at Arm-pit

Here is the head playing a leading part, literally, in the application of force. A's hand, which in the referee's position, as shown, is at the elbow, slips down to O's wrist while his head nestles under O's arm-pit. A now pushes forward as he draws O's right arm back and pulls him over on to his side with the waist hold. A keeps O in this off-balance position by tightening the waist hold, maintaining his head at the arm-pit, and remaining on his knees.

Not so in the West. There we find wrestling an important sport in many high schools. Trained coaches lead the activity and teach the raw-boned, growing boys a great deal about wrestling.¹ In many mid-Western high schools it is a major sport, in which numbers of boys participate and take an active interest. Keen competition exists within the school making it a lively, colorful intra-mural activity. Dual meets with rival institutions are regularly conducted.

Interesting, in this connection, is a pertinent survey of wrestling among the high schools in the United States by B. E. Wiggins,² a member of the national rules committee. According

¹"... much credit must go to the coaches of the high schools of Oklahoma who have organized competition so thoroughly and taught their charges so efficiently in the fundamentals of skill and sportsmanship."—George M. Trautman, Editor, *Intercollegiate Wrestling Guide*, published in the Foreword, *Official 1934-35 Intercollegiate Wrestling Guide*, Spalding's Athletic Library.

to his report, five mid-Western states* conduct state high school championships in wrestling. It is not necessary to comment further upon the wide scope and extent of organized wrestling in the high schools of that section. Regarding wrestling among the high schools in Eastern states the survey shows that only one state conducts a state tournament.†

The result of the indifference to high school wrestling in the East, and the popularity of it in the mid-West, is to be seen in the ranks of freshman wrestlers the college coach inherits in Oklahoma, let us say, as opposed to Connecticut. With most of his men, the Eastern college coach is required to give a great deal of time teaching the rudiments—the principles of bal-

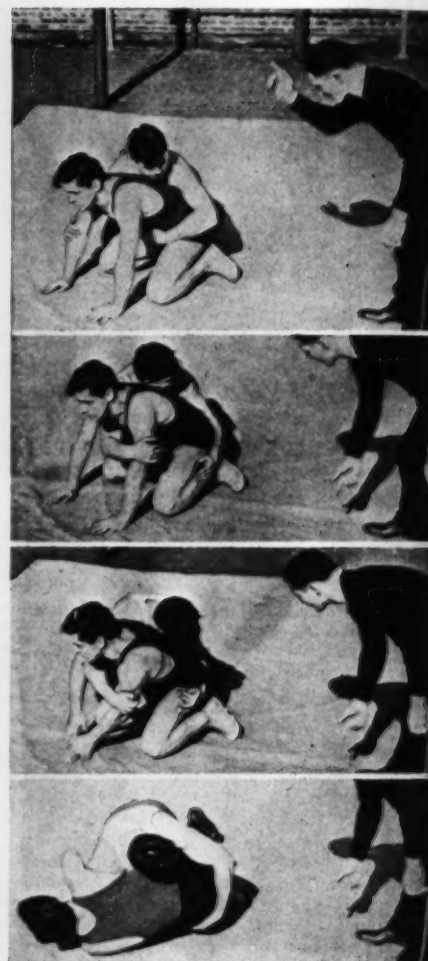
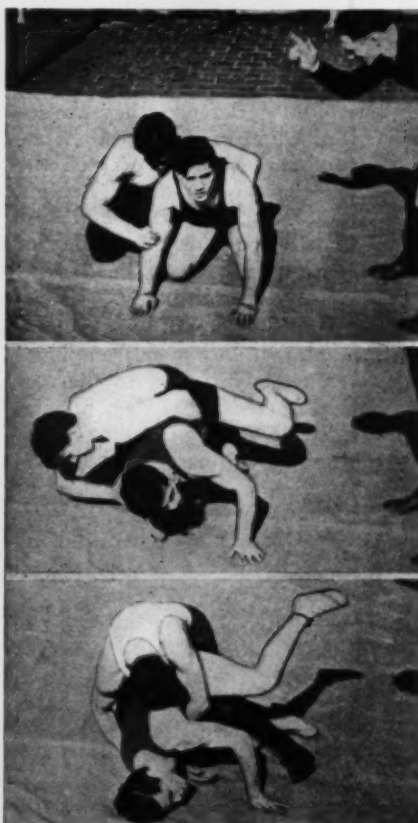
*B. E. Wiggins, *A Survey of the Extent of High School Wrestling in the United States, The Research Quarterly of the American Physical Education Association*, Vol. V, No. 3, (Oct. 1934), pp. 123-126.

*They are: Iowa, Indiana, Kansas, Oklahoma and Nebraska—all under the auspices of their state high school athletic associations.

†Rhode Island. This is not an official state championship of the Rhode Island interscholastic athletics governing body (Rhode Island Association of Secondary School Principals), but an invitation affair sponsored by Brown University.

Illus. E5: Eastern Style, On the Mat
Near Arm and Waist Hold

A, in using this hold, is striving to improve his advantage. The near arm and waist hold will take O off his hands and knees and place him in a less favorable defensive position. From the referee's position on the mat, A tightens his grip around O's waist, at the same time twisting the near arm in to make it buckle under. This twisting and consequent buckling has weakened O's support on one side, permitting A to force his opponent to the mat on that side.

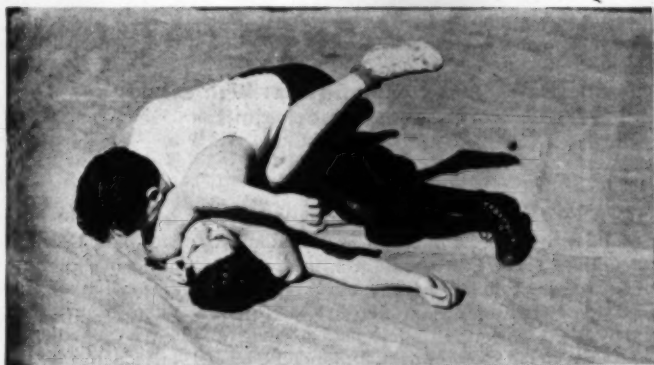


Illus. E7: Eastern Style, On the Mat
Further Arm and Thigh Hold

Another hold designed to improve A's top advantage. From the top position, A reaches in and across for the further arm, grasping it above the elbow. A's other arm is shifted from O's waist to the thigh. Now A drops his body so that his chest is against O's hip. He drives straight ahead, turning O on his side while maintaining his own prone position. The entire series of moves on A's part must be executed swiftly, for the hold is one that leaves the aggressor open for a near-arm roll.

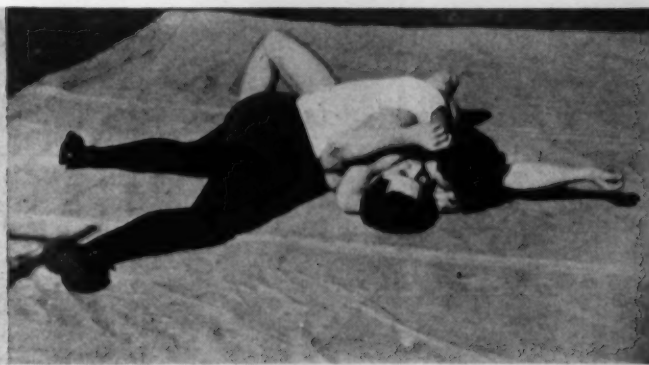
ance, the fundamental standing and mat positions, and the methods of leverage. Having to give so much time to elementary instruction explains the Eastern college coach's tendency toward upper-body wrestling. Realizing that he must develop men who must be ready to shift for themselves in competition within the short space of three years, and often in but one or two years, the Eastern coach concentrates his instruction on those holds in which the use of the arms, shoulders and body muscles play the major role, those parts of the body which lend themselves to quicker development in wrestling skills.

This specialized training shows itself when an Eastern man competes on the mat. Watch his movements. He advances cat-like toward his opponent. He moves cautiously with slow, short steps, carefully maintaining his balance. He is on guard against a quick



(Above)—E11: Eastern Style, Fall Position
Shoulder Stand

A hold requiring body power and skillful balancing. With O on his side, A raises one of O's legs and props his own underneath it. He places his arm around O's neck and presses his body against O's raised leg, knotting O into a fall. A's drive originates in his toes, a point clearly shown above.



(Above)—E9: Eastern Style, Fall Position
Body Press

This hold illustrates well the use of the body as a pinning force. To keep O's shoulder to the mat A must place his chest directly over O's chest, his body at right angles to his opponent's, and the feet spread apart. This places the full force of his weight on O, and prevents O from raising his shoulders.



(Above)—E10 Eastern Style, Fall Position
Half Nelson and Wrist Lock

This is the most common hold used for the pin in Eastern wrestling. Obtaining the half nelson, A raises O's arm, places his body to the top, and applies pressure, using O's arm as a lever. The wrist lock prevents O from bracing himself against the turn.

thrust at his legs, while he is equally alert for an opening inviting a quick plunge for his opponent's legs. After a brief period of sparring he will probably fall into the standing referee's position and from that hold begin his efforts to bring his adversary to the mat.

In the standing position, the Eastern wrestler seldom attempts to get behind his opponent. He does not attempt this simple tactic because he is not familiar with the necessary maneuvers. He is untrained in those holds which require precision of movement, split-second timing, and dexterity. Instead, he resorts to holds in which mere strength carries the punch. Anyone who is either trained in the Eastern mode of wrestling or has frequented the Eastern bouts knows that in the usual match the most common and conventional holds tried from the standing position are the two-leg lift (Illus. E1, page 8), the one-leg pick up and trip (Illus. E2, page 8), the head chancery and bar arm (Illus. E3, page 9), and the ankle drop (Illus. E4, page 9). In these holds skill, timing and coordination are essential factors, of course, yet strength plays the controlling and decisive part.

In the mat positions the Eastern wrestler shows the same predilection for *strength* holds. As he works from a top position, he attempts to throw his man off his hands and knees by resorting to a series of holds requiring mainly the strength resident in the arms and body muscles. He uses the wrist lock with his head placed at his opponent's arm pit (Illus. E6); he changes to the further arm and thigh hold (Illus. E7); he tries the near arm twist and waist pull (Illus. E5); or he attempts a further thigh and ankle hold (Illus. E8).

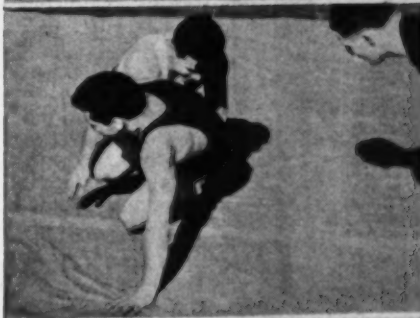
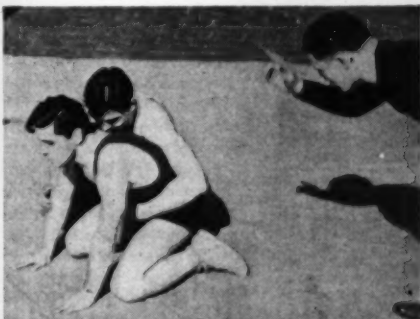
Once he throws his opponent off

balance and flattens him, he follows up his advantage by keeping his weight on his rival's hips, his arms seeking wrist locks, crotch or ankle holds to prevent his opponent from regaining the more strategic position on hands and knees which offers better balance and a freer use of arms and legs.

The principle involved in all these holds is that the region of the hips is the heaviest part of the body, and in this region is located the center of gravity of the body. With a wrist lock and a crotch or ankle hold, the top-man forces the center of gravity closer to the mat, thereby completely upsetting his adversary's balance. By placing his weight on his opponent's hip the top-man clinches his position and prevents the under-man from regaining his equilibrium.

The same emphasis is observed by the Eastern wrestler working for a fall. Now he uses holds which require either brute strength or, finding that ineffective for gaining his objective, he tries for a hold which enables him to utilize his strength more potently through the application of an appropriate principle of leverage.

It is this emphasis on power and brawn which accounts for the fact that the majority of falls in Eastern wrestling bouts are gained by the body press (Illus. E9), the half nelson and far wrist lock (Illus. E10), and the shoulder stand (Illus. E11).



(Left)—E8: Eastern Style, On the Mat
Further Thigh and Ankle Hold

The long-body type of wrestler, and others when they take an elongated position on the mat, are vulnerable to this attack. A changes from a position parallel to O to one that is more at right angles to him. A swings his arm under O's body and grasps the further thigh while he releases his waist hold and grips the further ankle. Now using his body as a ramrod, A charges into O, forcing him over on the side.

COACHES' ASSOCIATIONS

News and comment from high school coaches' associations

Indiana

COACHES and officials in the southern part of the state have joined together in the Southern Indiana Coaches' and Officials' Association. There is a need for bringing coaches and officials into a better understanding of one another, and the formation of this association is regarded as a step in that direction. The group's first activity was a basketball clinic held at Central H.S., Evansville, on Nov. 7, at which Everett Dean, Indiana U. basketball coach, was the principal speaker.

At this point the column for this month is placed in the hands of A. B. "Abe" Masters, football and basketball coach at Jefferson H.S., Lafayette, whose eleven, at the time of going to press, had rolled up a 22-game winning streak.

MARK C. WAKEFIELD, Evansville H.S.

Coaching at Lafayette has a distinct advantage: we enjoy the benefits that come from close proximity to a university whose coaching staff is most cooperative in helping us. We are very much indebted to the football coaching staff of Purdue University, namely Messrs. Kizer, Elward, Mackey, Purivs, Fehring and Burnham.

You know how boys love to imitate. Growing up as they do in an atmosphere of high grade university athletic performance, our boys take to the game so naturally that I sometimes have grave concern over their need for coaching! Purdue furnishes the models they like to follow, and if they follow them closely enough what more could a coach ask?

An idea we got from Elmo Lingrel of Middletown, O., probably helps us quite a bit in teaching skill in execution of football fundamentals. Mr. Lingrel picks out boys who are particularly adept in the execution of some fundamental, and lets them teach it to the other boys. We use this plan and find that boys learn faster and that those who serve as teachers improve the most. One thing we have noticed is that the beginner will relax and ask questions of his teacher-teammates, where he will not do so of the coach if he is standing over him and criticizing him. Of course, care must be exercised in choosing the teachers, lest it become a farce.

We work quite a lot on blocking. It is no uncommon sight for us when we reach our field (which is two miles from our dressing room) to see all the footballs lying in a pile and the boys paired off and working on the three kinds of blocks that we teach: the shoulder, body and reverse body block.

We have two blocking drills, one for backs and one for linemen. In both drills the offensive men huddle and choose the play, then run either direction inside or outside different defensive players, or in between them. We rotate players and thereby get practice on offense and defense.

Naturally, we try to use the Notre Dame system of offense, since that is what we see oftenest in Lafayette. We also use a punt formation from which we run either way. We try to keep our plays simple and the line assignments similar on different plays. Of course, this is not always possible. With our punt formation, the kick is used as much as possible as an offensive weapon, depending on the ability of the kicker.

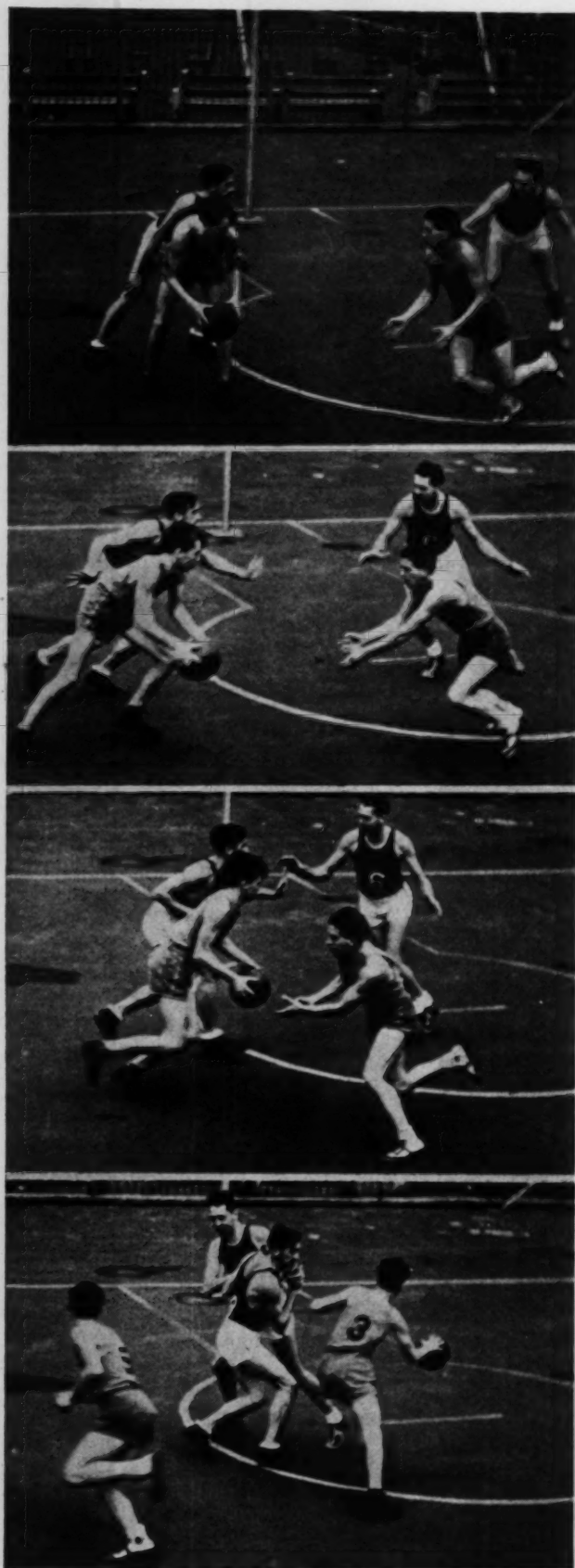
We do not practice as hard as perhaps some teams do. We scrimmage very little. The nature and length of our practices depend on the experience of our boys. Last year's eleven practiced twice a week after the third game of the season. However, it was an exceptional group of boys with an outstanding quarterback and leader. This year's team practiced more frequently. I think that most high school teams are overworked.

We have been fortunate in having few injuries. This may be attributed to the fact that we do not drive our players much, use good equipment and a lot of adhesive tape.

A. B. MASTERS

North Dakota

WHEN Jimmy Grubbs caught a pass from the hand of Vernie Runnestrand, in the try for point following a touchdown by the latter, he gave Minot High School the point necessary to defeat Bismarck, 7-to-6, and his team the first claim to the state football championship in the history of the school. Coach Glenn Jarrett's team piled up 209 points to the opponents' 36 in victories over eight strong teams in this state. In spite of the fact that the Bismarck game was won by one point and the Minot Model H.S. game by two points, perhaps the toughest assignment was in toppling the powerful Grafton team, 13-to-6.



FAKE PASS TO CONFUSE GUARDS. Player 5 crosses with hands outstretched to receive pass from 3 who, watching the action of the guards out of the corner of his eye, fakes the pass and retains the ball for a dribble to the right if he sees that the guards have not switched, and have jammed. Note the drag-dribble by 3 in the last picture. In the pictures on the opposite page 3 uses other tactics on the fake-pass play.

As a result of its record the Minot team accepted the invitation to play the champion of South Dakota in the first Dakota championship at Aberdeen, South Dakota, on Thanksgiving Day, to be reported on this page next month. The Sombbrero Day affair, so called because the governor of the state on the losing side will present the governor of the winner with a new 10-gallon hat, is the first of its kind to be held and has done much to add interest to the football season in both states.

Coach L. C. McMahon's "Braves" of Mandan enjoyed a good season with no defeats but with two ties on the books, and one game left to play as this is written. Marty Engh's Wahpeton team turned in a similar record, no defeats, two ties. The Lidgerwood H.S. team, coached by Leo May, had an unusually good season, with no losses, one tie. Leo Schweinfurt's Grafton team and Minot Model, coached by W. D. Allen, had only defeats by the Minot Magicians to mar their records.

8-semester rule

At a recent meeting of the State H.S. League in charge of athletics the following rule was passed: "No student having attained the eighteenth anniversary of his birth shall participate in any interscholastic contest after his eighth semester in high school or after the seventh if this eighth does not follow consecutively after his seventh." The rule will take effect with the start of the basketball season. Another important ruling passed at this meeting extended the membership of Class A schools to all high schools with an enrollment of 250 or more. This will increase the number of entries in Class A from 8 to 12. This necessitates a three-day basketball tournament and marks the first time that more than eight teams have been allowed in the state championship play-off. Schools that will come into Class A under the new arrangement are: Williston, Grafton, Dickinson, and Wahpeton.

To have six-man football champs

Six-man football promises to become a popular sport in the small towns of North Dakota. The Barnes County League, organized by Jim Morrison, coach of Valley City Teachers College, has enjoyed a successful season. The Northwest North Dakota Conference has a committee to start "the ball rolling" next fall. The Consolidated High School League has taken steps to name a state champion of six-man teams next fall, either on a percentage basis or in tournament play.

L. A. White, superintendent of Minot Schools, was recently re-elected by the High School League to his position on the Board of Control. He has been on the board and secretary of the League for a period of eleven years.

The Coaches' Association is organizing units in each of the 16 basketball districts. Northwest North Dakota has already set up such a group with officers as follows: President, H. L. Robertson, Minot H.S.; vice-president, J. W. Coleman, Minot Teachers College; and secretary-treasurer, Glenn Iverson, Berthold. It is the intention of these sectional groups to hold regular meetings of coaches and officials to discuss rules and the technique of officiating games.

A committee of coaches has been selected by the North Dakota H.S. League to investigate the possibility of maintaining a list of approved officials for the state.

HARVEY L. ROBERTSON, Minot H.S.

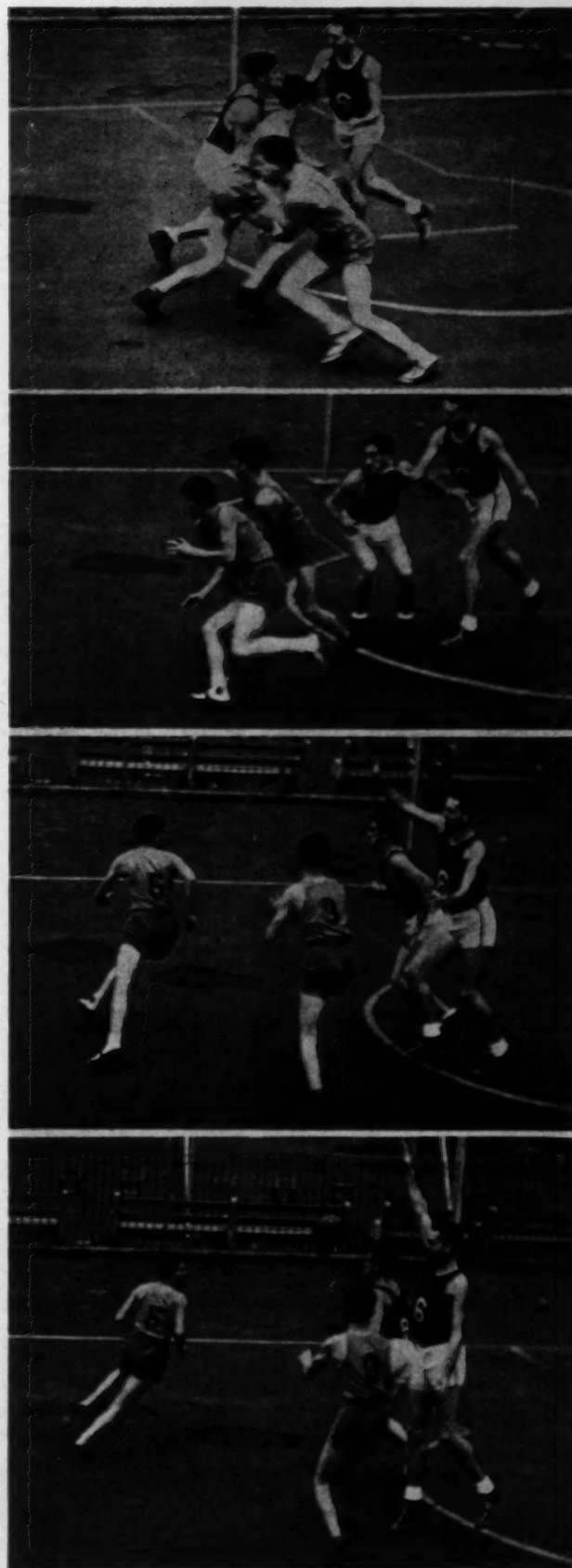
Texas

THE University of Texas Interscholastic League, recognized as one of the most efficient high school organizations in the nation, supervised football in 531 Texas high schools this season, all playing interscholastic ball.

The teams are grouped in three classes: Class A, with student bodies of 500 or more; Class B, with student bodies of 150 to 500; and Class C with less than 150 students. Any team is permitted to play in a higher bracket than its enrollment indicates but may not play in a lower class.

The Class A teams are divided into 16 geographical districts, the championship of which is decided entirely by the district committee by the Saturday after Thanksgiving regardless of ties or anything else. These 16 district champions play an elimination tournament (three successive Saturdays), with the final being played during the Christmas holidays.

The Class B elevens are divided into 40 districts. Four districts are then combined into a region, and a re- [Continued on page 26]



A VARIATION OF THE MANEUVER ON THE OPPOSITE PAGE. As 5 crosses over with outstretched hands, 3 again fakes the pass to him. Noting that the guards show some signs of switching, 3 and 5 will pull a play out of the hat that will free 5 from nine out of ten switching guards. 3 makes a 3/4-pivot on his left foot, as 5 swerves around close to 3, who holds the ball between them in concealment. 5 receives pass, cutting.

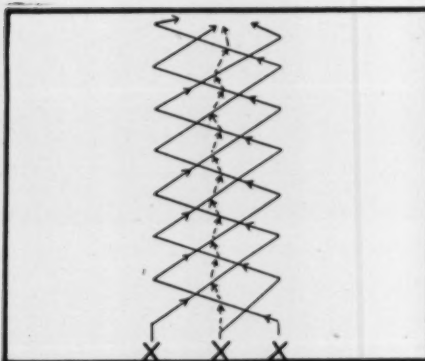
BUILDING THE BASKETBALL MACHINE

By Archie R. Chadd

The coach of the Indiana state champions gives the details of his early work-outs

Mr. Chadd's Anderson High School team won the 1935-36 championship of basketball's "capital state"—Indiana. The author got his basketball schooling under Tony Hinkle at Butler University, with whom he has continued association, helping him put on the Hinkle system at summer coaching schools. Mr. Chadd will have another article next month, and in this he will explain the workings of the machine, complete and in operation.

A BASKETBALL machine is built on the same basic principles as all other machines: each component part must be evened and tempered to carry efficiently the load of its individual assignment. This is somewhat of a contradiction to the usual advice that coaches should "make the system fit the players, not the players fit the system." I believe that, with boys who have an aptitude for basketball and respond favorably to coaching, they can be "evened and tempered" to fit into the system in which the coach and they have confi-



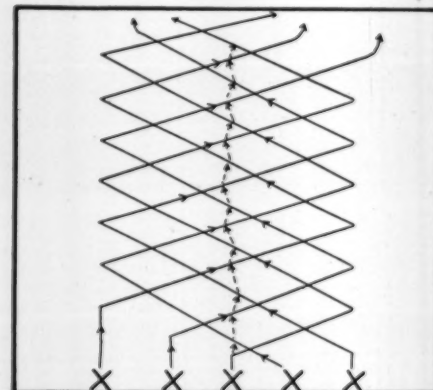
DIAG. 1. Well-known practice drill for inculcating habits of passing and ball-handling at top speed, and timing of cuts. The center man has the ball at the start at one end of the floor, and passes to either of the side men cutting in front of him: in this case the one to his right. The passer then cuts diagonally behind the man he passed to, and then cuts back into the line of play, timing his cut so that he comes in in stride to receive the ball from the third man. A shot is taken at the end by the man cutting closest to the basket.

dence. This is the only sense that I have in mind in the use of the term "machine." I don't mean to suggest that our players, after I am through with them, have no thinking to do. Indeed, they have a lot more to do, and fourfold more choices and decisions to make in the flash of basketball's moments, than they ever would be called upon to make were they to play their basketball untouched by "machine methods." Enough theorizing. Let us get down to business.

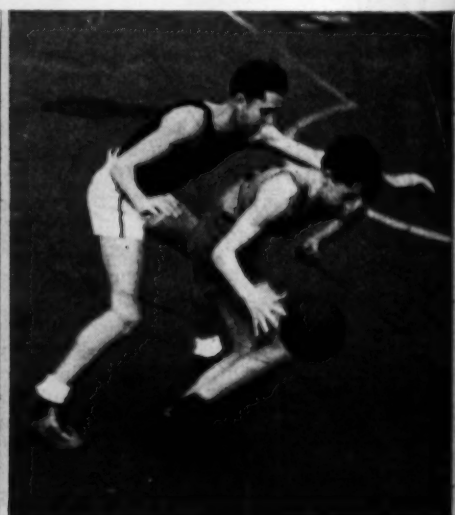
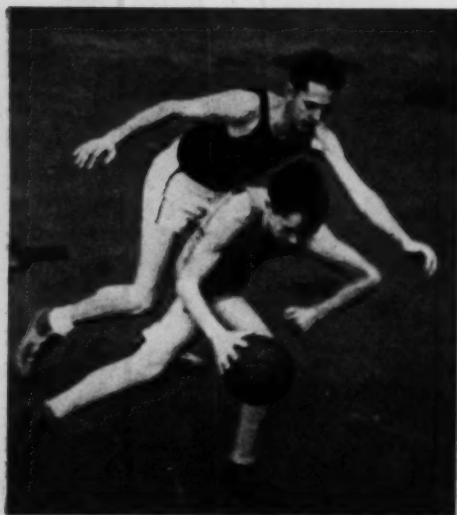
We don't permit our basketball players on the floor until football is out of the way, early in November. This eliminates overlapping the sports with the danger of dividing the interest.

Drag dribble

In the drag dribble the dribbler keeps his body between the opponent attempting to guard him and the ball. Through this medium competent dribblers can advance the ball close to the basket under circumstances when openings for other options have failed to present themselves. The dribbler "dragging" does not have for his objective a shot at the basket for himself, but a position from which he can initiate a renewed and closer passing attack. In these pictures the dribbler is dribbling with his right hand because of the angle at which he is moving from the left side of the court through his freethrow arc. A right-hand dribble here affords him much better protection than would a left-hand dribble. The latter would be used were he moving in the opposite direction at a similar angle. In Diag. 3 at the top of the facing page the dribblers going in from the left are to dribble with their left hand: they would be guarded on their right side because of the direct line they are beating to the basket. Below the dribbler is off at another tangent, and his objective is a pivot-post position on the right side of his freethrow lane. Note his use of the left arm. It is being made to serve for protection while it is kept free of contact with the defensive man. Drag-dribblers are usually not so observant of this point, for they know that this is the sort of foul easily concealed from the referee. Even more important than in the unguarded dribble is the need for keeping the bounces low.



DIAG. 2. Here five men are brought into the drill, the passer cutting behind two men. The ball moves in a more or less straight line (broken lines show path of ball, solid lines paths of players), and the players must cut toward the sidelines and regulate the distance of their cut so as not to retard the speed of the drill. When the ball is fumbled or dropped, the same players should be required to pick up the drill from that point, the advance men returning in line and the drill resuming from the point of the fumble.



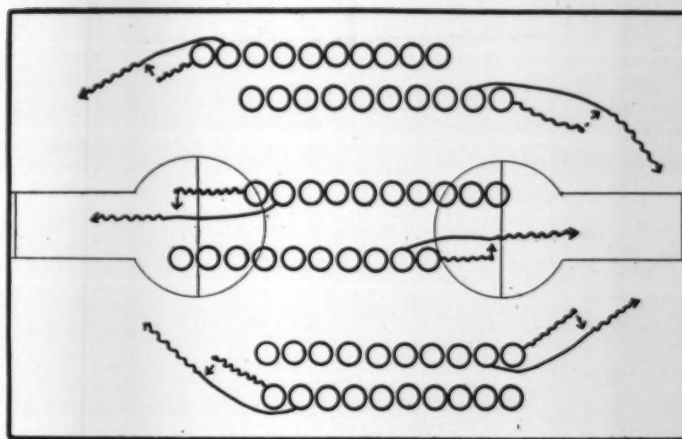
The basketball men report for the first practice about November 8. They report as their respective classes are called, such as sophomore, junior, and senior, giving every boy in school an opportunity to report. Each class works for 90 minutes for two days on ball-handling and shooting at the basket before a cut in the squad is made.

The first two days of practice we spend in ball-handling and footwork, organizing a group of fifty to eighty boys in the manner shown in Diag. 3.

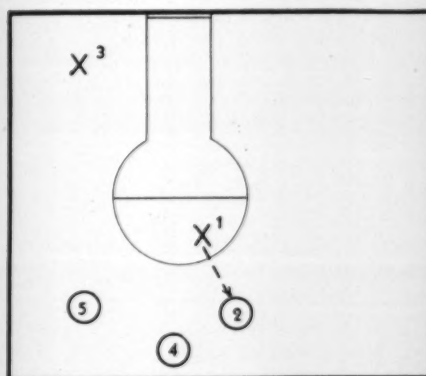
We use four groups of ten boys—two groups on each side of the floor utilizing each basket, and sometimes we put an additional twenty boys in the center of the court, ten working at each basket, thus using thirty boys at each basket, putting in action sixty boys, as Diag. 3 shows. Ball-handling and footwork show up in this drill. As the more efficient boys stand out, their names are checked and at the close of the practice for the second day, the boys are told by posting a list on the practice bulletin board those who are to return for the third day.

Using thirty boys driving at each basket may appear dangerous but to date we have not had a boy injured in this work. I feel that perhaps the only advantage in using a large group at each basket is that the boys learn to protect themselves.

We use two assistant coaches while working fifty or more boys, as we want the mistakes corrected as they take place. We do not use student assistants.



DIAG. 3. Accommodating 60 players in a drill that brings into play skill in handling the ball and footwork. The players in each line work in twos. The first player, holding the ball in his position in line, fakes a dribble to the inside, then drag-dribbles toward the basket, coming to a stop half-way to the basket with his inside leg advanced. He pivots toward the sideline on his rear foot, and hands a quarterback pass to his trailer coming along at top speed. The trailer drives right through the ball, taking it from the first man without stopping, and drives right on to the basket as fast as he can dribble. Players in lines on the left (as they face the basket toward which they are moving) should use the left hand in dribble; those in lines on the right, the right hand. This is to keep the ball removed from the imaginary guard, with the dribbler using his body as a screen between guard and ball.



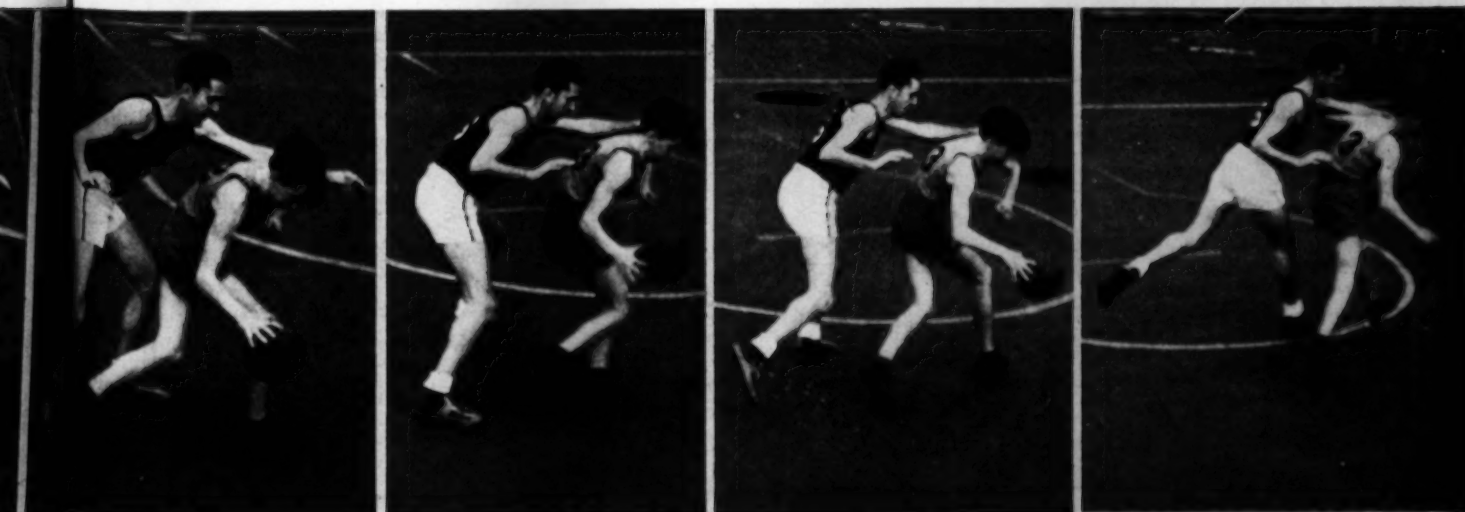
DIAG. 4. Defensive drill: X1 and X3 are defensive men working on a man-to-man basis against any two of the three offensive players, 2, 4 and 5. X1 has the ball and, to start the drill, passes it to 2, from a short distance so that X1 can be in a good defensive position on 2 when the pass reaches him. If X1 throws the ball to 2 from a distance, 2 will get his shot away and X1 will derive no good from the exercise. If the ball is passed from

In making this first cut of the squad we disregard the size of the boys entirely. We are most concerned with individual cleverness and basket-shooting ability. This first select group will number approximately 85 to 100 boys, necessitating three practice periods for the third day with approximately 30 boys working each period.

This third day of practice should be a strenuous one. With only 30 boys to handle, each boy should be kept moving with special emphasis on cutting for the basket from various angles. On this day, if the practice has been successful at the close of one hour of real work, the boys will show fatigue with a tendency to run lightly—not slow up, but rather lighten their steps,

which is an indication of tender feet. This is the time for some teamwork rather than individ- [Turn to next page]

X1 to 2 at close range, 2 has an opportunity to shoot long, fake a shot and dribble to basket going around X1 on either side into the basket or going around on either side starting a dribble to basket, stopping suddenly and shooting if X1 has a tendency to overrun his position. X1 tries to recover the ball before 2 makes the basket. If X1 recovers the ball, he passes to X3 who is calling for the ball as he would if he were the teammate of X1 in a regular game. If 2 recovers the rebound, 2 shoots again or passes to 4 or 5 who are his teammates and the exercise starts again involving X3 and 4 or 5 according to the one who receives the ball. While X1 is guarding 2, 4 and 5 are watching for mistakes that 2 may make in attempting to score on X1. At the same time X3 is watching for mistakes made by X1. Only one basket is used in this exercise. Three offensive men are preferred to two in order to prevent the defensive men working against the same offensive men throughout the exercise.



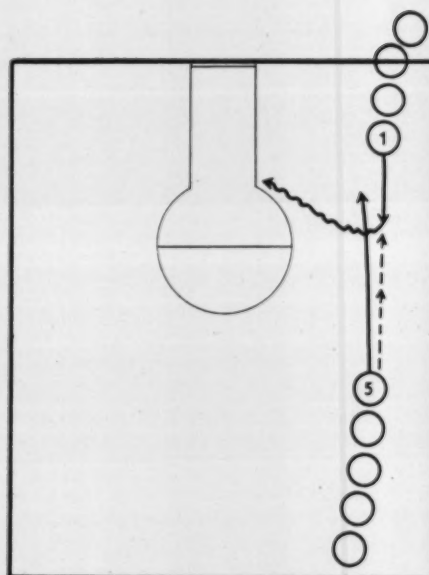
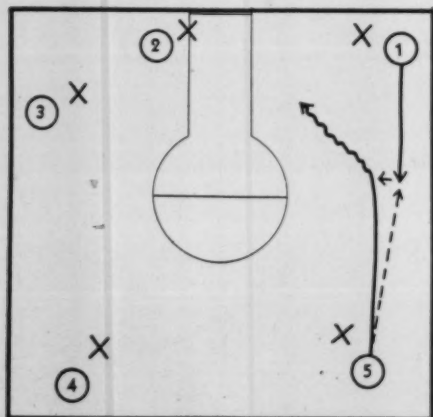
ual play so we bring in the "three man pass" drill shown in Diag. 1. This drill, and the one in Diag. 2, have been published a thousand times if once, and are no doubt familiar to all coaches, but I am including them here because the editor has asked me to "tell all" of what we do, and I am loath to omit anything under this injunction.

Drills as shown in Diag. 1 and 2 we find very good with which to close a strenuous practice any time during the season, especially following a lot of individual work. In drills of this type the boys forget themselves and think of the other fellow. At the same time they are handling the ball, cutting for the basket, timing their cuts. These drills also teach the boys to handle the ball at top speed. These are good drills for conditioning, for the loafer is easily spotted.

The same boys finishing the third day of practice report the fourth and fifth days to find an altogether different type of play in store for them, namely, volleyball. Many coaches may disagree with me, but we find that playing volleyball during our early season training is quite beneficial. It serves as a relief from the main business at hand, and, what is very important, gives the blisters a chance to heal. This is most necessary with us, and I doubt that our boys are more tender-footed than the next school's! We inspect the feet of our players regularly, and paint the soles with tincture of benzoin, then apply two thicknesses of tape before each practice. We never allow the players to wear two pairs of socks.

By the sixth day of practice we have made every effort to diminish the squad to 60 boys with two practice periods, two hours devoted to 30 boys in each group. These two groups con-

DIAG. 6. Here are the five floor positions for the system of interchanging the three front men, 1, 2 and 3, by screen plays, with the 4 and 5 men entering into the play but always returning to their stations. (See article). Having the players walk through the plays is a good method of teaching interchanging position play.

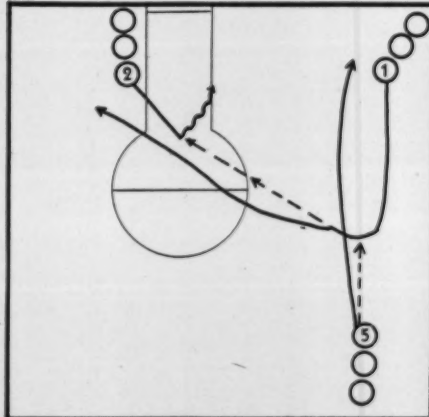


DIAG. 5. The 1 and 5 men are the first two men used in developing the system. Hence this drill to help pick the best men for the positions. No. 5 passes in to No. 1, and follows his pass. No. 1's first option is a direct return pass (quarterback pass) to 5, either inside or outside. 5 can conceal the side on which he will pass 1 by heading in one direction, then suddenly cutting in the other as he nears 1. In this diagram, 5 passes to the inside, and 1 elects to keep the ball and dribble in at a diagonal behind 5's screen. 5 never continues toward the basket unless he receives the pass from 1. When he doesn't, as in the above, he goes into 1's corner, and swings back into his own regular position. See diagrams below for return pass by 1, and other developments.

tinue to work daily until January 15, at which time we start concentrating on tournament play. During this period of work the number of boys will vary from 20 to 30 in each group.

Starting the sixth day of practice we try to impress the boys with the value of individual cleverness, both offensively and defensively. The strength of a team is in the ability of each in-

DIAG. 7. The 2 man is brought into the proceedings, 1 having declined his first option on 5 and his second option of a dribble by himself. 1, after passing to 2 who pulls out, 2 may return pass to 1 on the inside as a first possibility. In this diagram 1 passes to the outside and takes 3's position. (See article.)

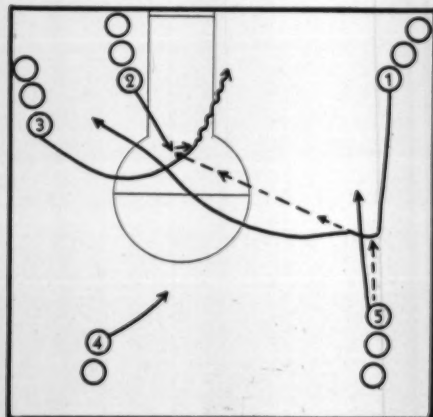


dividual member of it. This is especially true when speaking from a defensive viewpoint if the defense is of the man-for-man type as is used by the majority of teams throughout the middle-west. I am frank when I say that 60 percent of the practice time each day for the first 60 days of our season is spent working on drills for our individuals on defense. The fact that offense in any sport is more natural leads me to the conviction that the greater part of the time spent should be given to the more unnatural aspect of play. We stress defense beginning the second week and continue to do so throughout the season. The drill shown in Diag. 4 is used in our practice at least three days each week.

We teach the glide as a means of footwork for individual defense and emphasize the position relative to the opponent being guarded and his basket. The defensive man must always be between his opponent and the basket. The position of the defensive man cannot be emphasized too much. While working on our offensive drill which may include 2, 3, or even a 5-man interchange, defensive men are used to make the situation real, and we insist that each defensive man play his part as though he were in a real game.

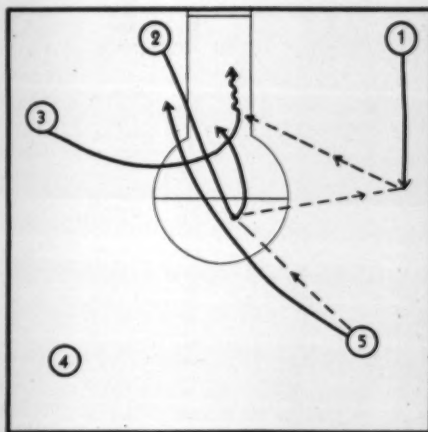
The offensive style of play employed by the Anderson team of last season was designed from the pivot style, interchanging only the three men in the front court. Many coaches use a system of interchanging five men but I am convinced that the five-man interchanging system requires too much time for development for the average high school boy. In this system too much time is required for execution of detail, and the system becomes too complicated for the amount of time that can be devoted to it aside from ball-handling and development

DIAG. 8. Bringing into the offense the 5 man is the most intricate part of the play, and should not be undertaken until the use of the 2 man has been mastered. The 3 man cuts to the right of 2 after 2 has failed to play on 1. The developments from this point are explained in the article.

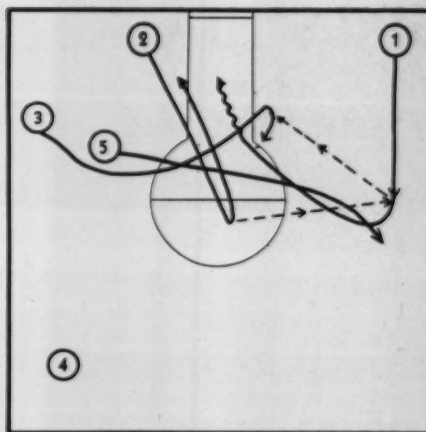




DIAG. 9. These three diagrams take up the options that follow when 5 does not pass the ball in to 1, but as 1 comes out of the corner, takes advantage of the screen created by 1 and drives toward the basket. In this diagram 5 starts, gets about half-way in and is cut off. Then he pivots and looks for 4 coming across behind him as a trailer. When 4 does this he forms a screen for 1 to utilize, which 1 does here, cutting down through the center of the lane, taking a quarterback pass from 5. If 5's guard goes to cover 1, 5 must anticipate this move, and take advantage of it by dribbling in or shooting.



DIAG. 10. In event 5 cannot pass to 1 and is unable to drive by his defensive man, he chooses to pass to 2 who comes out to meet the ball. 5, after passing to 2 drives around 2 for a return pass but does not get the ball. 5 starts backing out to his regular position. While 5 is doing this, 1 moves up his side of the court, takes pass from 2, who faked ball to 5. 2, after passing to 1 starts for his regular position. Thus 5 and 2 form a double screen for 3 who cuts through the center lane for the basket, taking ball from 1. If the play has a tendency toward bad timing so that 2 is forced to hold the ball in the lane close to three seconds, have 2 come out to meet the pass outside the freethrow circle until the timing is improved.



DIAG. 11. If 3 fails to get into the basket after taking the ball from 1, he may stop on the right of the freethrow lane, pivot, and give return pass to 1 who may be freed from his guard by a screen setup by 5 and 5 returns to his regular position. Now if 1 cannot get in see Diag. 12 below.

of individual cleverness. In event the five boys are old enough and experienced to the point where work on individuality is unnecessary and all time can be devoted to teamplay, I feel that the five-man interchanging system is the type to employ.

In **Diag. 6**, a system interchanging the three front court men, namely 1, 2, and 3, working in a system of screen plays involving the backcourt men, 4 and 5, with the backcourt men always returning to their positions, can be used effectively. This system must be built by the use of drills to develop each part, starting with two men and bringing into play additional men as the system develops. The first two men to use in developing this system should be the 1 and 5 men, using a two-man offense. As 5 passes to 1, 5 is the first option for 1 to play on, with a return pass. 5 never continues under the basket unless he receives the ball from 1. If he does not receive the ball he goes into the corner vacated by 1 and swings back out to his regular position. If 5 does not give the ball to 1 he takes advantage of the screen created automatically by 1, and goes as far as possible by the use of his own cleverness. (**Diags. 9, 10, 11, 12** elaborate on these further developments).

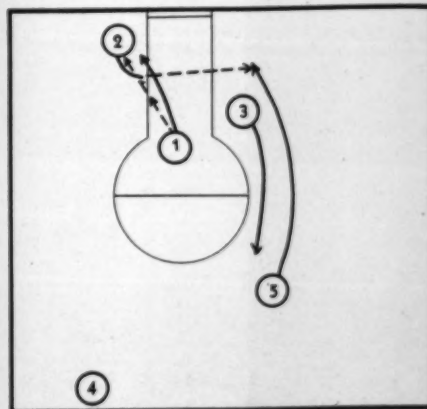
Since these are the first two men used in developing this system, we use the drill in **Diag. 6**. As many as four men may be used to alternate in these positions while searching for the proper men for each position. This same drill is used on the opposite side of the court to develop the 3 and 4

men, for their play is very similar to that of 1 and 5.

Do not expect to accomplish efficiency in this overnight. I am encouraged if my boys achieve a degree of efficiency after three weeks' work. Skills to develop in this drill are passing, timing, cutting, dribbling and general ball-handling.

After a satisfactory degree of efficiency is acquired by 5 and 1, bring in the 2 man who is the most logical man for 1 to play on if he passes up 5 and does not choose to use his own cleverness. (See **Diag. 7**) If 1 passes to 2 and goes to the outside, he takes the position of 3 who moves up the

DIAG. 12. This shows an option by 1 in event he received ball from 3 but cannot get in. 1 may pass to 2 while 3 is screening for 5. 1 continues toward 2 after he passes to 2 forming a screen for 2 to come around. 2 may pass to 5 coming in or pass back to 4 who is in his regular position.



side of the court to obtain a more effective cutting angle. 2 may return-pass to 1 as first possibility or use a pivot shot for second possibility or dribble to side of court ready to play on 5, who has returned to his regular position. During the play of 5 to 1 to 2, the 4 man is awaiting an opportunity to enter the play through the center lane to the basket but he must be absolutely sure of an opening before he comes in.

The bringing into the offense of the 3 man is the most intricate part of the play, and a thoroughness in the use of the 2 man must be obtained before an attempt is made to use the drill in **Diag. 8**. If this part is taught slowly and thoroughly much confidence will be established and time will be saved in the end.

In this drill (**Diag. 8**) the 3 man cuts to the right of 2 after 2 has failed to play on 1. 2 may play on 3 as 3 cuts by or may fake and pass to him while 3 is moving to position of 1. If this occurs, 2 drops back to his regular position and affords an opening for 4 or 5 to come through. If 4 or 5 cannot get open, 1 and 2 exchange, with 1 sure to be open for the pass from 3 holding the ball on the opposite side of the court, and the same series of plays is ready for execution again.

The options are very simple if taught slowly and each one mastered thoroughly. Know the men as to their position and emphasize the fact that 4 and 5 may interchange with each other but never 1, 2, and 3 with 4 or 5. This system possesses options too numerous to mention in our article. It is equally balanced for quick defensive setting if necessary. It may be reversed from one side of the court to the other.

GIRLS' BASKETBALL RULES, 1935-1936

By Wilhelmine E. Meissner

The charging rule is clarified, and here are some photographs of its fine points

Miss Meissner, a member of the Committee on Women's Basketball of the American Physical Education Assn., serves as official interpreter of the rules for the Committee. Readers desiring clarification of rules not covered in this article (which deals mainly with rules changes for 1935-36), are invited to send their questions to Miss Meissner at Flushing High School, Flushing, Long Island, N. Y. A stamped, self-addressed return envelope should accompany the letter of inquiry.

THE girls' basketball rules for 1935-36 contain a number of significant, rather than important, changes. The Committee on Women's Basketball has done nothing to alter radically the game as it was played last season, and the few changes that have been made are intended to facilitate the administration of the game by the officials and to provide players and coaches with a more satisfactory solution to some of the problems of interpretations. And in the case of the new rule on the bounce (Rule 4, Div. C, Sec. 2), a penalty has been eliminated which was deemed superfluous. It had heretofore been a violation for a player who bounced the ball to allow it, either by accident or design, to touch the floor more than once before she recovered it. It is hardly ever to a player's advantage to do this. The maneuver, in the future, will carry its own penalty without aid from the rule book, for any player who indulges in it will soon discover that there are few better ways of giving the ball to the opponents.

Before commenting on the accompanying photographs, illustrating sev-

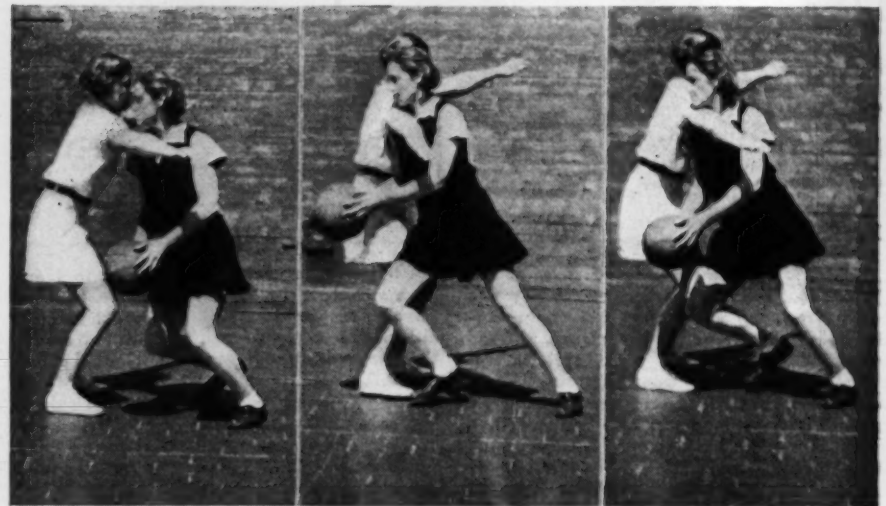


ILLUSTRATION A

CHARGING: The player with the ball is guilty of charging into arms of the defensive player, whose position with outstretched arms is legal in this instance (when guarding an opponent who has possession of the ball). Note the difference between this foul, which

is on the ball-carrier, and the foul of "obstructing" on the part of the defensive player, shown in Illustration C on the opposite page. And also the difference between the above and Illustration D, where neither player is guilty of a foul.

eral of the fine points of the clarified charging rule and one pertaining to the obstructing rule (Illus. C), I should like to give the summary of the major rules changes for 1935-36 as they appear in the Basketball Guide:*

RULE 3

Division A, Sec. 5 (2), p. 8

Both Referee and Umpire are authorized to take "Time-Out."

Division C, Sec. 2 (4), p. 11

Coach may request Umpire to change position of players on floor.

ILLUSTRATION B

BLOCKING: A form of blocking which is all too often overlooked by officials. Most players and officials recognize blocking if the defensive player stands with arms extended before her opponent, or if she faces her opponent and jockeys so that the opponent cannot pass. Obviously both of these methods of

restricting the movement of an opponent who has not the ball is illegal. But the maneuver below, in which the defensive player in white jockeys from side to side to block the path of the player in the dark uniform, is an equal violation of the blocking rule even though the defensive player has not extended her arms.



RULE 4

Division C, Sec. 2, p. 16

A fumbled ball, or a bounced ball, may be legally recovered after it has bounced more than once.

Division F, Sec. 2b, p. 20

Further clarification of "Charging."

RULE 7

Section 4, p. 24

Two "Time-Outs" of one minute each.

RULE 9

Section 2, p. 27

Forward fouled against is to take her own Free-Throw. When Center or Guard is fouled against, either Forward may take Free-Throw.

RULE 10

Division B, Sec. 3, p. 32

If two or more players on a team are disqualified, and there are no substitutes to replace them, the game shall be discontinued. If such team is ahead, the score shall be 2-0 (forfeited to opponents). Otherwise, the score shall stand.

Division C, Sec. 2b, p. 35

On "Center Throw," player may hold ball in center circle only three seconds.

RULE 11

Section 1a, p. 38

On a Free-Throw, players may not cross Free-Throw line, or lanes, until the ball has left the hands of player taking the Free-Throw.

The nuances of charging are many, and open to as many shades of interpretation. The Committee on Women's

*Official Basketball Guide in the Athletic Activities for Women and Girls series of Spalding's Athletic Library. No. 17R, New York: American Sports Pub. Co. 25 cents. Contains the official rules for 1935-36, chart of basketball technique (with diagrams), articles on technique and tactics, officials' ratings.



ILLUSTRATION C

Basketball has attempted to reduce the liability of misinterpretation, and to bring about a more uniform application of the interpretation the Committee has in mind, by further clarifying the definition of charging, so that it now reads:

b. *Charging* is a play in which a player with the ball, or one in the act of bouncing or juggling, makes contact with the body of an opponent with either body or ball. This play includes a player with ball attempting to evade opponent by pushing ball against opponent, but does not include accidentally brushing without roughness, the hands or arms of said opponent. A player in possession of the ball may be guarded in any legal manner. When the guarded player attempts to pivot, bounce, or juggle (unless she can evade her guarding player), she is "Charging." If, however, the defensive player persists in maintaining a guarding position after the ball has been released by her opponent, the defensive player is "Blocking."

With the help of the best pictures of girls' basketball action it has ever been my pleasure to see,[†] we can attempt here to bring this rule to apply to situations as close to life as they can be brought through the medium of photographs.

In Illustration A (opp. page) is shown a case of charging, unmistakable. Here the player with the ball, guarded by an opponent in "a legal manner," has gone beyond "accidental brushing without roughness, the hands or arms of said opponent." The ball-car-

rier is definitely pushing against the arm of her opponent, and in addition is bearing into the guard's right side, while still retaining possession of the ball. Having possession of the ball affects this particular situation only so far as it entitles the defensive player to assume the guarding position. Were the ball-holder, in Illustration A, to get rid of the ball before she made her charging contact with the guard, the responsibility would still be hers for causing the roughness. But if the contact caused by her brushing by the guard's arm is negligible (Illustration D), and it is apparent that she is attempting to avoid the contact, and if she then gets rid of the ball and finds herself entrapped in the guard's rigid arms—in this case the personal foul is on the guard for obstruction. Such a situation is shown in Illustration C.

As stated in the rules: "*Obstructing* is impeding, by the use of personal contact, the progress of the player who has started to advance the ball by means of a bounce, juggle or pivot." Illustration C is a case in point.

There is a difference between *obstructing* and *blocking*. "*Blocking* is impeding the progress of an opponent who *has not* the ball."

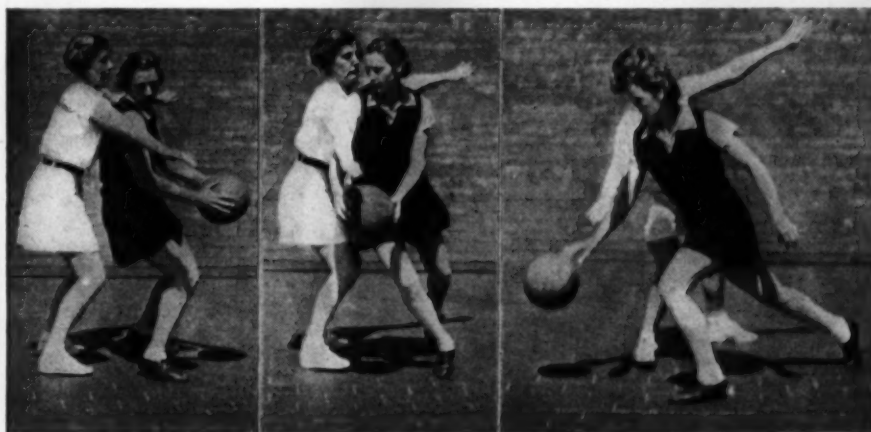
OBSTRUCTING: Here the ball-carrier has started her bounce as she makes her initial move to advance, whereupon the defensive player raises her arms and traps her opponent in direct violation of Rule 4, Div. F, Sec. 2 (a). In all these pictures it should be pointed out that the position of the defensive player for guarding a ball-carrier who has not yet spent the bounce or juggle to which she is entitled, is not particularly good. A defensive player, in guarding a ball-carrier who still has a bounce or a juggle coming to her, should maintain a position at least an arm's length away from her opponent. However, these pictures are not concerned with the strategy of guarding, but with the interpretation of the difficult charging, blocking and obstructing rules.

One form of blocking, not usually called by referees in the past but which should be called, is shown in Illustration B at the bottom of the opposite page. The player in the dark uniform is attempting to move past her opponent in the white uniform. As the player in the dark uniform moves to the right her opponent, anticipating her movements by turning her head and looking over her shoulder, does likewise. Dancing from side to side in front of the player in dark, the girl in white does a first class illegal job of blocking. Some referees have not called this blocking because, as they explain, the suspected player kept her arms down. Very true, she keeps her arms down, but she is nonetheless "impeding the progress of an opponent who has not the ball." Moreover, the position of the ball in relation to these two jockeying players has nothing to do with the case. In boys' basketball, for instance, a foul for blocking would not be called on the player in white unless she was facing her opponent as well as ignoring the ball.

[Concluded on page 32]

ILLUSTRATION D

NOT CHARGING: Neither the ball-carrier nor the defensive player is guilty of a foul in the situation to the left. The ball-carrier is within the spirit and letter of the law when she only brushes without roughness against the hands or arms of her opponent. And the opponent, too, is free from fault, because she makes no effort to obstruct the ball-carrier once the latter has released the ball. In Illustration C above the defensive player is committing this foul of obstructing. In illustration A on the opposite page the ball-carrier is shown guilty of charging in a similar situation.



[†]These pictures were taken by Owen Reed of the Scholastic Coach staff, with an especially adapted moving-picture camera.

Lifetime

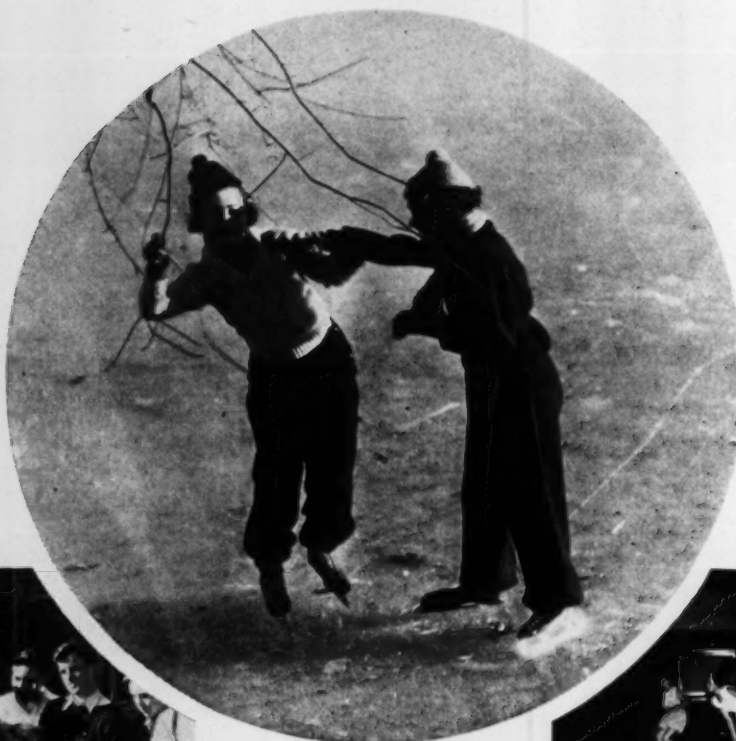
Below: The author demonstrating the pen-holder grip on a table tennis "bat," to a group of his students at Lincoln High School, Manitowoc, Wis.



Mr. Lindwall, director of intramural sports at Lincoln High School, Manitowoc, Wisconsin, is the author of *Intramural Activities, Their Organization and Administration in the Junior and Senior High School*, and co-author of *The Greek Lives Again*.

PEOPLE like physical activity. In the movement of the body life finds its finest expression. The school, slow to realize the educational significance of training for physical expression, with its concomitant learnings and whole-life import, is now exhorted by every educator who has his twentieth century bearings to give each boy and girl in school his and her full measure of this training.

It is not my purpose here to bring



Above: Learning to skate. When and where the climate affords, the students should be given such instruction as will enable them to derive the utmost from out-of-door winter activities.

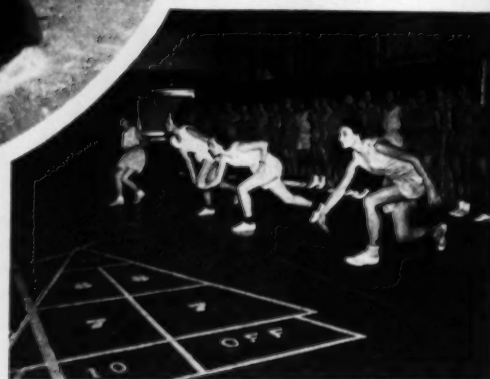
in the whole field of this training. I will touch only that essential part of the modern program which prepares high school students for competence in sports which will serve them through the greater part of their lives. Let us plan and promote our programs to give emphasis to performance. If the basis of the program is performance for all as their needs and desires demand, school officials have little to fear from the likelihood of the interscholastic program with its emphasis on superior athletes getting out of hand. In writing of the less emphasized sports one always does so at the risk of incur-

There is no age limit in billiards

Sports

By R. E. Lindwall

Below: Bowling class in the gymnasium at Commercial High School, New Haven, Conn., where the sport is one of the most popular winter activities.



ring the displeasure and distrust of those who are coaching the more emphasized sports. I hasten to say that I have no quarrel with the interscholastic program when it is geared to impart greater power to the basic program. But an ever-watchful eye must be kept over it lest it tear away from its foundation and become an educational anomaly. How the gearing should be done is another topic, not within the province of this article.

What do today's adults do for recreation, and what would they like to do? The answer to this question becomes a guide for the sports director making a curriculum. How many of these activities is the school equipped to spon-



BROOKS NATURAL BEND

(Copyright) (Patent Pending)

SPRING STEEL ARCH SUPPORT
Football Shoes



*The Only Flexible Football
Shoe With Arch Support*

School Prices

\$6.50 \$6.85 \$7.50 \$9.75

According to grade

Order through your dealer
or write us direct

BROOKS SHOE MFG. COMPANY
SWANSON & RITNER PHILADELPHIA

SCHOLASTIC

The American High School Weekly

Will Help You:

- create in students the habit of reading for pleasure and the power to read intelligently.
- lead pupils to a clear understanding of the privileges and the responsibilities of American citizenship.
- stimulate them to seek clearer expression in writing of their own ideas, emotions and aspirations.

EVERY WEEK—50c a semester, \$1.00 a school year—if two or more subscriptions to one address.

Order a classroom supply of SCHOLASTIC now for the 2nd semester. The "No Risk" order plan allows cancellation or revision anytime within four weeks after the semester starts.

SCHOLASTIC

The American High School Weekly
801 Chamber of Commerce Bldg.
Pittsburgh, Pa.

sor? How many could the school sponsor, say, at the end of a five-year period during which one or two new activities were added each year, thus distributing the cost and regulating the build-up to the growing student interest? Make up your own five-year plan—the program you would like to see in operation at your school in 1940?

The National Recreation Association recently made a study entitled "The Leisure Time of 5,000 People." The main objects of the study were to find: First, what individuals were doing in their spare time; second, what these people would really enjoy doing. The study covered both sexes, and all ages, and represented a cross-section of society.

What were individuals doing in their spare time? The 30 ranking activities (94 were reported):

1, reading newspapers and magazines; 2, listening to the radio; 3, attending the movies; 4, visiting or entertaining others; 5, reading fiction; 6, auto riding for pleasure; 7, swimming; 8, writing letters; 9, reading non-fiction books; 10, conversation; 11, playing bridge (home); 12, picnicking; 13, attending theaters; 14, parties or socials; 15, hiking; 16, card parties (home); 17, family parties; 18, playing tennis; 19, dancing parties (home); 20, serious study; 21, caring for flower garden; 22, attending card parties; 23, backyard games; 24, taking part in church, political, civic activities; 25, visiting art or other museums; 26, day outings; 27, informal play hours with children; 28, sewing and millinery; 29, reading at library; 30, caring for home grounds.

What these people would really enjoy doing? On this question two-thirds of the group preferred outside activities instead of the passive, quiet indoor types. In other words, people were not doing what they really wanted to do. The 20 leading activities were:

1, playing tennis; 2, swimming; 3, boating; 4, playing golf; 5, camping; 6, caring for flower garden; 7, playing musical instrument; 8, auto riding for pleasure; 9, attending legitimate theatre; 10, ice skating; 11, hiking; 12, amateur dramatics; 13, fishing; 14, listening to the radio; 15, attending movies; 16, picnicking; 17, motor camping; 18, attending concerts (free); 19, gymnasium classes; 20, reading books—fiction.

The following points are revealed from the analysis of interests:

(d) Most people want physical activities. Only six passive, quiet activities were found among the first 20 preferences.

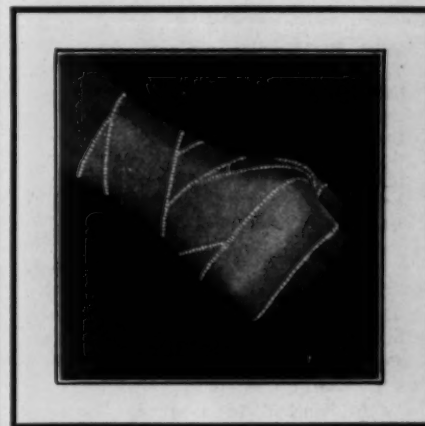
(b) Games, sports, and outings head the preferred list.

(c) The individual could not participate in the activities of more than half his choice because they involve organization, leadership, and facilities which required some private or public agency.

Herman Jacobson, present athletic coach at Beloit, Wisconsin, wrote his master's thesis on the study "Physical Education as Training for the Proper Use of Leisure Time." He sent out a questionnaire to graduates of the University of Wisconsin as far back as 1920. One question asked was, "What activities should have been offered in your college curriculum to carry over into adult life as recreational activities?" In order of frequency mentioned they were: Golf, tennis, swimming, hand-

[Turn to next page]

...a K.O. in either hand with the



ACE BANDAGE

ELASTIC without Rubber
and WASHABLE

ALL boxing squads should have a generous supply of Ace bandages. The successful squads coached by Spike Webb always go into action equipped with Ace bandages. Boxers who use Ace bandages always have the "punch."

Ace bandages are elastic without rubber, easy to put on—and they stay put. They maintain a firm, even pressure, which compensates for every impact and protects the hands. Proper washing and drying restores the elasticity of Ace bandages.

You can most likely purchase Ace bandages at the nearest drug or sporting goods store.

If you haven't received a copy of the new, enlarged ACE ATHLETIC MANUAL, please write for one.

SC 12
Becton, Dickinson & Co., Rutherford, N. J.
Gentlemen: Send me free copy of the new
ACE Athletic Manual.

Name.....

Address.....

Dealer.....

BECTON, DICKINSON & CO., Rutherford, N. J.

Suggestion for Christmas Present

For football strategists, the 1936 (new features) model FOOTBALL FORMATION STAMP

With the Scholastic Coach Football Formation Stamp you can set up any formation imaginable in a minute's time. Have your manager stamp out the desired formation for distribution among your players. Change the formation whenever you please merely by shifting the little rubber football types to different positions.

THE PRICE IS \$1 COMPLETE

This is what you get:

12 Movable Rubber Football Types, Stamp with Five Grooves (1936 feature makes possible finer spacing), Ink Pad, Pair of Tweezers

All packed in a sturdy box and sent to you immediately, postpaid.

EXTRA ADDED FEATURE, NEW THIS YEAR: DEFENSIVE Xs, WHICH CAN BE INSERTED AND SPACED AS OPPOSITION TO YOUR FORMATION. FOR A SET OF ELEVEN OF THESE SEND 25 CENTS EXTRA.

SCHOLASTIC COACH BOOKSHOP

250 E. 43rd St., New York, N. Y.

All-Welded Locker Baskets

For Gym Suits 9 x 13 x 8—12 x 13 x 8
For Football Suits 18 x 28 x 10

In requesting a quotation state size and quantity wanted. Quick shipment.

KASPAR WIRE WORKS
Shiner Est. 1898 Texas

Have ATH-LEASE on hand for ATHLETE'S FOOT

Quick, Safe, Effective, Easy to Apply
Only 25c per bottle; \$2 doz.
Send for free sample bottle

Newport News Drug & Chemical Co.
2415 Chestnut Ave., Newport News, Va.

Copyright Booklet tells how to apply and assists the teacher in securing a position. Every Teacher Needs It. Sent postpaid for 50c in stamps.

Rocky Mountain Teacher's Agency
410 U. S. Nat. Bank Bldg., Denver, Colo.
WM. RUFFER, PH.D., MGR.

WATER STUNTS CHART

42 water stunts shown in drawings, with explanatory text, on 6-ply yellow cardboard, paraffin coated for protection against moisture. Size 16"x12". Ready to hang on wall in swimming pool, locker room, gymnasium or out of doors. Price 25 cents to schools, postpaid.

Scholastic Coach Bookshop
250 E. 43rd St., New York, N. Y.

BASKETBALL AID

Basketball Floor Formations, 400 for \$1, enough for all season. Consists of diagram of basketball floor, with all markings, on white paper 5½"x4¼".

SCHOLASTIC COACH BOOKSHOP
250 E. 43rd St., New York, N. Y.

ball, volleyball, squash, skating, softball, and bowling—all mainly individual sports.

The author conducted a nation-wide questionnaire study among directors of physical education and intramural directors for his master's thesis. One question asked was: "What activities should be offered in the intramural program that might have a carry over value into adult life?" In order of frequency mentioned they are: Tennis, golf, swimming, volleyball, handball, basketball, baseball, horseshoe, softball, and bowling. There is a little savor of prejudice here favoring group activities, I believe, due to the fact that the respondents were more familiar with them.

In 1927 Dr. Scott¹ reported a study made of activity interests of 990 business and professional men. The first 20 choices are: 1, swimming; 2, fishing; 3, golf; 4, hiking; 5, gardening; 6, hunting; 7, calisthenics; 8, tennis; 9, handball; 10, volleyball; 11, boating; 12, equitation; 13, skating; 14, apparatus; 15, baseball; 16, boxing; 17, bowling; 18, bag punching; 19, basketball; 20, squash; 21, wood-cutting.

McAndrews² made a study of about 300 college professors at the Penn State College in regard to their physical activity participation. The first 20 are ranked in order of frequency: 1, hiking; 2, gardening; 3, social dancing; 4, swimming; 5, golf; 6, fishing; 7, tennis; 8, hunting; 9, horseshoes; 10, bowling; 11, skating; 12, boating; 13, handball; 14, volleyball; 15, equitation; 16, calisthenics; 17, baseball; 18, tobogganing; 19, basketball; 20, skiing.

The following suggestions are ways and means by which we can introduce recreational carry-over sports into the curriculum:

Fishing. A series of lectures on various kinds of fishing (depending on the local situation) is of great interest. One special session might be held on various types of equipment used for different species of fish. A class in making flies has been a success in a northern Minnesota high school. Every town has its amateur fishermen who would be delighted to help out. Thousands of towns have Isaac Walton Leagues, and other outdoor clubs, that might not only supply instructors but might also donate some new or old equipment to be used in teaching the activity.

¹H. H. Scott, "Physical Recreation and Exercise for Business Men," *Nation's Health*, Vol. LX, June, 1927.

²M. S. McAndrews, "The College Professor and Physical Education" (not published), mentioned in article "A Study of the Interest of Penn State College Freshmen in Certain Formal and Natural Physical Activities," by Elwood Craig Davis.

In this activity there is an excellent opportunity to instill good sportsmanship and the principles of conservation into these embryo fishermen. Casting tournaments, a casting club, and fishing movies are other ideas. The author has already had marked success in getting fine prizes from various manufacturers for tournaments. Many of the larger sporting goods companies have

RECREATIONAL GUIDANCE CHART* What Appeals to You? Develop Carry-over Skills and Associations!

Age Group	SEASONS		
	Spring and Summer	Fall and Winter	
17-30	Baseball	Soccer	Tobogganing
	Golf	Dancing	Bowling
	Cricket	Hill climbing	Boxing
	Playing catch	Hunting	Dancing
	Walking	Jogging	Skiing
	Riding	Walking	Fencing
	Water Polo	Tennis	Handball
	Polo (horse)	Touch football	Basketball
	Running	Bicycling	Hockey
	Rowing		Skating
	Fishing		Wrestling
	Dancing		Volleyball
	Swimming		Table tennis
	Tennis		Walking
	Horseshoes		Billiards
30-40	Archery		
	Roller skating		
	Camping		
	Baseball (for some)	Dancing	Bowling
	Golf	Hill climbing	Boxing
	Playing catch	Hunting	Dancing
	Walking (brisk)	Brisk walking	Fencing
	Riding	Tennis	Handball
	Bowling		Skating
	Fishing		Wrestling
	Swimming		Volleyball
	Tennis		Table tennis
	Horseshoes		Walking
	Dancing		Calisthenics
	Bicycling		Croquet
40-50	Archery		Basketball
	Picnics		shooting
	Camping		Billiards
			Badminton
	Tennis	Dancing	Bowling
	Gardening	Hunting	Dancing
	Golf	Walking	Fencing
	Playing catch	Tennis	Skating
	Cricket		Table tennis
	Walking		Walking
	Riding		Calisthenics
	Fishing		Billiards
	Swimming (easy)		Croquet
	Horseshoes		Badminton
	Dancing		
50-60	Archery		
	Picnics		
	Camping		
	Chart same as above (40-50), skating excepted.		
	Golf, walking, gardening, picnics, horseshoes		
	Beyond (see hobby chapter), fishing, swimming, archery, certain forms of dancing, billiards, bowling, some calisthenics.		

*From *The Greek Lives Again*, by Winder and Lindwall. "Manual of Physical Education for the Junior and Senior High School Student."

expert casters give exhibitions, and they are usually glad to help out in any school function.

Table Tennis. Tables, nets, balls and rackets should be available to the students before school, during the noon hour, and after school. Elementary instruction and demonstrations can be given in regular classes. Advanced instruction and practice could be continued in the intramural hours. Tournaments for both beginners and ad-

vanced players go over in a big way. Mixed doubles (a boy and a girl against another couple) are very popular.

Golf. Clubs, balls, nets for indoor driving, space for outdoor putting green should be provided. In many towns professionals at the local clubs are willing to give free instruction in fundamentals to school classes. A golf team with inter-scholastic competition, of course, has been in vogue in many schools for years. The boys on the golf team might be used to aid the professional in teaching or in assisting the school sports instructor. At the local clubs a special green fee might be obtained for students. Intramural tournaments for both advanced players and beginners are desirable. Faculty vs. student matches arouse much interest.

Tennis. Courts must be the first consideration, then racquets, balls, and nets. Is it not as reasonable for a school to own five to twenty tennis rackets as it is twenty-five complete track suits for the track team? The tennis equipment should be available to all students and not alone to the tennis team members. The courts should be available all hours of the day. Instruction should be given to groups on fundamentals of tennis both in regular class work and intramural hours after school. Boys on the tennis team could be used to work with beginners. The local town tennis club could furnish instructors. Tournaments should be run off for all classes. The tennis ladder idea is generally liked.

Aquatics. Water activities offer the opportunity for teaching swimming, water

stunts, diving, life saving, and water games. The least one could do if there were no local pool is to give instructions on how to go about learning to swim, so that the students will have an idea of what to do before going out to some swimming spot. Y. M. C. A.'s and other organizations offer instruction in many of the larger cities, and schools might arrange to take advantage of these facilities.

Camping. This activity might be brought out through a club or clubs which would function after school hours and week-ends. Phases of camping such as setting up a tent, building fires, cookery (a boys' cooking class) might be introduced. Education in camping equipment might be brought to the students by an athletic outfitter or sporting goods shop. The author had the Boy Scout executive offer a course in camping as an optional intramural activity.

Hiking. Hiking can be enjoyed at all ages, all times, at no or little expense. As Beard, the Boy Scout executive says, "There is an absolutely necessary thing for an enjoyable hike and that is an objective." Hikes to various spots would depend, of course, upon the local situation. Trips to zoos, museums, parks, aquariums, or historical places offer some of the objectives. Various hiking games may be introduced. A hiking club might be organized where the objective might be to visit all the worthwhile institutions in town. Picnics and outings are favorite pastimes of clubs with an athletic program thrown in for good measure. Other class work in conjunction with hiking would include instruction on proper posture while walking.

Discussion on clothing, safety precautions, etc., should be given. Nothing would be more timely than a unit or two on safety education.

Bowling. The scoring of the game should be taught to all required classes. Pins, balls, and scoring sheets may be borrowed from any bowling alley establishment, and as a temporary set-up an alley may be drawn up with chalk on the gym floor. Free pamphlets on scoring and playing hints may be obtained from almost any bowling alley. The bowling alley is usually willing to furnish free instructors to classes of beginners. Tournaments could be held for beginners. Mixed doubles would prove very popular. In some communities the school has worked out a plan whereby the proprietor of the local bowling alleys extends special rates to school-sponsored bowling during morning and afternoon hours.

Billiards. There is no age limit in billiards. The school recreation room is the appropriate place for a table. With table and equipment available interest in the game is spontaneous. As with table tennis, the facilities would not satisfy the demand. A pamphlet, "How to Play Billiards," is available free, in quantities, from the National Billiard Association, 629 South Wabash Ave., Chicago.

Boating. Many schools having swimming pools give a course in the fundamentals of canoeing by having a canoe for such a purpose. Water safety can also be dovetailed into this instruction. A boating club with after-school and week-end activities

[Concluded on page 28]

HILLYARD'S SPECIAL GYM FINISH ★

Super-tough, Non-skid, No Glare, Economical

Withstands an Army of . . .

Pounding feet!



★ Hillyard's were the first to discover a treatment for gym floors. Over 15 years ago Hillyard's built a 11,000 sq. ft. gym as a unit of their executive building, as a proving ground for their Gym Finish and Gym Dressings!

Hillyard's are the national pioneer leaders in the Floor Finishing and Maintenance field.

Hillyard's maintenance expert in your community will submit information on service and materials without obligation. Call, write or wire us.



FREE TO CUSTODIANS . . . THE NEW "HILLYARD MANUAL ON PROPER FLOOR MAINTENANCE" . . . JUST OFF THE PRESS

HILLYARD CHEMICAL COMPANY

BRANCHES IN
PRINCIPAL CITIES

ST. JOSEPH,
MISSOURI.

SHINE-ALL SALES CO.
DISTRIBUTORS

Coaches' Associations

[Texas: Continued from page 15]

gional championship represents the maximum honor that a Class B eleven can attain.

The Class C teams are divided into 15 districts and a district championship is the highest available honor in these small schools, most of which are rural.

Regional and district championships are decided on a basis of games won, lost and tied. This has its complications, as any district committee will attest. If, at the end of the season there is a tie in percentage, it is up to the committee to declare a champion. In most cases, the committee will have the two tied teams play each other to decide the title. The league prohibits any player from participating in more than ten games before Thanksgiving, so if one of the teams had already played ten games, the championship would automatically go to the team that had only played nine. We had a case last year where two teams were tied at the end of the season, their records about even. Both teams had played ten games, so they flipped for it. We had another case come up this year. Big Springs and San Angelo, the two leading teams in District 3, played to a scoreless tie. The two coaches had previously agreed that in case of a tie the game would go to the team making the more 20-yard line penetrations. In this, San Angelo was up 2 to 0, but since the principal of the Big Springs school had not given the agreement his stamp of approval, the committee ruled it a tie game, and if both teams finish the season without another tie or defeat, they will have to play over. In case of a deadlock the district committee may take into consideration the respective teams' records as a basis for awarding the title. It should be made clear that this is up to the various district committees.

Spectacular race

Texas high school football fans are witnessing one of the most spectacular races in the history of the league this year. Several pre-season favorites have already bit the dust and are being replaced with brand new potential champions. At present, the Texas outlook is about as follows at this writing (Nov. 14):

From all indications, the 1934 champion Amarillo Sandstormers, coached by Blair Cherry, have District 1 pretty well in hand since they defeated Lubbock 24 to 0 after Lubbock had defeated the other strong team, Pampa, by a 6 to 0 score. Anything, however, can happen in the bitter Amarillo-Pampa setto—but the Sandies are favorites.

With four wins, no defeats and the strongest competition behind them, the Breckenridge Buckaroos are practically "in" in District 2.

San Angelo and Big Springs will probably have to play off a scoreless tie to decide the District 3 muddle, and by virtue of their previous record, the former is favored.

El Paso High, coached by Othol "Abe" Martin, has the District 4 situation under control by virtue of a perfect district record.

Since Wichita Falls and Quanah, the District 5 leaders, came to a tie in their annual clash, there is also a muddle there, but the A.P. gives Wichita a slight edge—and the writer is too far away to contest this opinion.

The Sherman Bobcat's perfect record with only one game to go makes them a practical cinch in District 6.

H. N. "Rusty" Russell's Masonic Home eleven is setting the pace in District 7, but is being pressed by Fort Worth Polytechnic, with only a tie to mar a perfect season.

Anybody will be safe in saying that Wally Davis' Dallas Tech Wolves are again the best eleven in District 8. And the Greenville Lions defeated Paris again this year and consequently are already champions of District 9.

Gladewater took control of District 10 by defeating Kilgore while Tyler blasted Longview's hope with a 19-to-7 setback.

As the advertisements say, "They laughed when Mexia came out to play" Class A football with only a fair Class B record, but Thomas Gray also said "Those who came to scoff remained to" praise when they swept everything before them in District 11 (to date). When this writer sees these words in print he may regret his venture into prophecy.

For the first time in six years it looks as though District 12 will have a new champion, inasmuch as George Forehand's Temple Wildcats outclassed the five-time champion Corsicana Tigers 37 to 0. The victory was indeed sweet to Temple, in 1932 and 1934 deprived of a district title by this same team by 14 to 12 and 14 to 13 scores respectively.

San Jacinto (Houston), with only one to go, looks like a cinch in District 13. And although both Port Arthur and Beaumont have flawless records in District 14, the dope gives the fine team wearing the Port Arthur colors a decided edge.

District 15 has Thomas Jefferson (San Antonio), coached by Tom Dennis, as a leader at present, but with Brackenridge (San Antonio) on the Thanksgiving menu with only a tie against it, we look for the top rung on the ladder to change hands.

It looks as though the Corpus Christi Buccaneers, state finalists last season, will win the title again down in District 16.

Prosperity at night

Texas is thoroughly sold on night football, and there are two excellent reasons for that attitude. In the first place, it has put many athletic treasures on a paying basis and fattened those already prosperous. For instance, 10,500 nocturnal fans saw the San Jacinto Bears (Houston) defeat the San Houston eleven, 27 to 13, under the arc lights and 8,500 were on hand to witness Waco's 13 to 0 victory over Cleburne at night when both teams had previously been defeated in the district race, while only 6,500 saw Temple lace Corsicana that afternoon in the game everybody knew would virtually decide the District 12 championship. Such figures in

district games were unheard of before the advent of night football. Then in the second place, the cool night air fits much better into the football picture in Texas weather than the sultry autumnal afternoons. The general rule is night football until about the middle of November and then daylight games after that when the weather changes. Many high schools refuse to play the important district games in November under the lights.

Geography plays an important role in Texas high school football. The distance between two of the remotest cities represents approximately 940 miles. The size of the Lone Star State was well expressed in the 1934 state championship game when Amarillo and Corpus Christi, with 681 miles separating them, chose Dallas as the neutral ground for the game. Under that arrangement, Amarillo had to travel 373 miles and Corpus Christi only 440 miles. The other extreme was evident in 1932 when Masonic Home H.S. of Fort Worth and Corsicana met in the finals, the distance between the two cities being only 82 miles. For Class B and C teams to travel such distances would often turn out to be financial disasters.

Missouri

THE Missouri H.S. Coaches' Assn. and the University of Missouri Athletic Department will stage their annual Basketball Clinic and Rules Interpretation Meeting, Dec. 14 in Brewer Field House, Columbia. The meeting will start at one o'clock. The program:

Individual and Team Offense, by George R. Edwards, Univ. of Mo.

The Fast Break, by Mike Nyikos, St. Louis Univ.

How to Prepare a Team for Tournament Play, by Glenn Smith, Hickman H.S., Columbia.

Goal Shooting, by Raymond G. Polster, Beaumont H.S., St. Louis.

Ethics of the Game, by R. E. Peters, Northeast H.S., Kansas City.

Individual and Team Defense, by J. C. Collmeyer, East H.S., Kansas City.

Selecting and Conditioning Men—Outline of Practice Sessions, by Pat Mason, Rockhurst College.

Types of Offense and Defense, by Buck Weaver, Southern Kansas Stage Liners, 1935 National A.A.U. champions.

How to Meet a Zone Defense on Small Floors, by Coach Milner, Jackson H.S.

Effect of the New Rules on Team Offense and Defense, by E. F. Kimbrell, Westminster College.

Rules interpretation and discussion

After the rules discussion the coaches will adjourn for a dinner meeting of the membership of the Missouri H.S. Coaches' Assn. in a downtown Columbia hotel, as yet unselected. This meeting is the annual membership meeting, and is held for the purpose of electing state officers for the year. All coaches who plan to attend should make reservations for this dinner with either George Edwards of M. U. or C. E. Potter, St. James.

The business meeting will be over in time to allow the members to attend the St. Louis U.-Missouri basketball game. All coaches will be guests of the University for this game.

Organization meetings have been held in several of the twelve districts of the Assn. The Warrensburg district met during the Teachers meeting, and elected officers for the new year as follows: President, Roy Brown, Lees Summit; Secy.-treasurer, H. W. Leech, Odessa. The Warrensburg district last year under the leadership of Bill Lyon was the most active in the state and led all others in membership.

The Mineral Area Assn. (Flat River) held their organization meeting Oct. 3 at Bonne Terre with a dinner meeting. The following new officers were elected: President, Carl Porchey, Herculaneum; vice-president, Tim Daugherty, Desloge; secy.-treas., George Mienhardt, De Soto.

A Discussion of the National Federation football rules led by Coach Cunningham of Desloge followed. It was generally agreed among the coaches present that the rules were satisfactory, in the main. The question then arose: "Are the high schools of this district discontinuing football?" The discussion indicated that there is a decided tendency toward discontinuing the game throughout the Mineral Area.

Basketball was next discussed and the coaches were unanimous in the opinion that the present new tournament set-up in Missouri is a great improvement over the old system. Some of the coaches disapproved of the way in which the funds were distributed from the tournaments last year, believing that the State Athletic Assn. demanded more than its share.

The North East Assn. (Kirksville District) met in connection with the district teachers' meeting at Kirksville Oct. 17 and 18. Fred Schwengel of Kirksville was re-elected president; Ray Keithler of Clarence, vice-president, and Fred Spees of Novelty, secy.-treasurer.

The Rolla district organized for the new year during the South Central Mo. district teachers' meeting held at Rolla Oct. 17 and 18. The meeting was attended by practically every coach in the nine counties of this district.

C. E. Potter of St. James was re-elected president, and Fred Moseley of Salem and Leslie Cahill of St. James to the offices of vice-president and secy.-treasurer respectively.

Coach Peg Mahuw of Sikeston, when asked by the writer after the football season, whether he had changed his mind about the dangers of the forward pass under the new Federation rules, replied that he had not. He reports that not many Mo. coaches experimented a great deal with the forward pass close to the line of scrimmage, but he said he did notice that teams from the neighboring states of Tennessee and Illinois had considerable trouble with injuries due to the linemen's hard charging in that type of play.

Cape Central had the outstanding football team in South East Missouri, with Jackson, Charleston and Sikeston ranking behind them. Cape had a set of fast, hard-charging linemen, and good shifty backs. They ran most of their plays from a single wing with an unbalanced line, using the double wing principally for deception. Sikeston also used the single wing with a balanced line while Charleston and Jackson ran from the double.

The M. S. H. S. A. A. has at last separated the Class A from the Classes B and C track meets. This will undoubtedly prove popular with the coaches of schools in all three classes and will increase the

attendance of Class B and C schools at the state meet.

The Class B and C meet will be held in Columbia, May 2, with the Class A meet following one week later, May 9.

Now if the Board of Control would make arrangements to alternate the state basketball tournament between Kansas City and St. Louis (due to the poor attendance in Columbia), more joy would reign.

C. E. POTTER, St. James

Interscholastic Swimming Coaches' Association of America

Last year at Cambridge at the Interscholastic Swimming Coaches' Association annual meeting the question of the order of events for interscholastic meets came up for discussion. Out of this discussion came the recommendation that a new order be adopted by the N.C.A.A. Rules Committee. The following is the new order of events for both dual and championship competition:

1. 50 yard Freestyle (75 foot pool)
2. 40 yard Freestyle (60 foot pool)
3. 100 yard Breast stroke
4. 220 yard Freestyle
5. 100 yard Backstroke
6. 100 yard Freestyle
7. Fancy Diving (See Diving Rule)
8. 150 yard Medley Relay (75 foot pool)
9. 180 yard Medley Relay (60 foot pool)
10. 200 yard Freestyle Relay (75 foot pool)
11. 160 yard Freestyle Relay (60 foot pool)

It is the hope of this Association, the Interscholastic Advisory Committee to the N.C.A.A. Rules Committee, and the National Federation representative on the Committee, that all schools will abide by the new order.

By changing the two relays to the last two events on the program the most exciting and usually the decisive events are left to the last and the spectators will be held to see the whole meet. Some question might be raised as to how decisive the two relays are anyway, and this point may be justly made with the present scoring of eight points for first place and four for second place in the freestyle relay and six for first and three for second in the medleys. The relays which represent a team should be a test of the relative strength of each team and be awarded and regarded as such. The writer definitely feels that this new order will improve this situation; and if it is necessary to make additional changes in the scoring later to place an even greater premium on these two events this change will likely be made.

Another advantage of the new order is that adequate time is allowed for rest on the part of competitors who participate in more than one event in their special stroke. Possibilities:

- a. A Freestyler.
 - (1) 50 or 40 yards, (5) 100 yards.
 - (1) 50 or 40 yards, (3) 220 yards.
 - (1) 50 or 40 yards, (7) or (8) Relays.
 - (5) 100 yards, (7) or (8) Relays.
- b. A Breaststroker.
 - (2) 100 yards, (7) Medley Relay
- c. A Backstroker.
 - (5) 100 yards, (7) Medley Relay

In looking at this problem each coach, of course has to work out his own situation, but with the new order of events he will have a better chance to place his men.

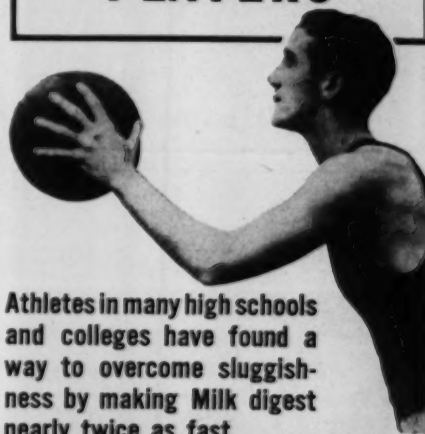
In closing may I say that this new order of events is not an experiment, but has proven satisfactory to the New England Association for the past three years, and should be greeted with universal acceptance by interscholastic swimming men as a forward step in the organization of our sport.

CHARLES MC CAFFREE, JR.
Battle Creek, Mich., H. S.

COACHES!

don't let milk drinking slow up your

BASKET BALL PLAYERS



Athletes in many high schools and colleges have found a way to overcome sluggishness by making Milk digest nearly twice as fast.

Send for FREE talk on Diet and Training Table Routine disclosing amazing facts about Milk

MANY coaches are urging their squads to adopt this new idea. It is a way to drink Milk—that all important food for athletes—that makes it digest approximately twice as fast. As you know, many players drink milk soon after a violent practice session. This taxes their digestion, for plain milk is often not easy to digest, especially for boys who are fatigued.

Slow digestion makes them sluggish—slows them up both mentally and physically.

But how different when they rennetize their milk. The method is simple—it consists of dissolving one-half of a small "JUNKET" Rennet Tablet in a glass of milk before drinking. The rennet enzyme causes milk to form softer, more easily-digested curds in the stomach.

Rennetized Milk Digests Nearly Twice as Fast

Scientific research shows that fresh milk which has been rennetized with "JUNKET" Rennet Tablets digests approximately twice as fast and easily.

Write today for "Training Table Routine," sent free on request. Extra copies for your squad if you want them. Mail coupon today.

"JUNKET" is the trademark of Chr. Hansen's Laboratory, Inc., Little Falls, N. Y. for its rennet and other food preparations, and is registered in U. S. and Canada.

MAIL TODAY

for Training Table Diets

"THE 'JUNKET' FOLKS,"
Chr. Hansen's Laboratory, Inc.
Dept. 5312, Little Falls, N. Y.
Please send me your Training Table Diets

Name of Coach or Trainer

School

City

State



ATTENTION Amateur Wrestling Coaches and Contestants *Prepare*

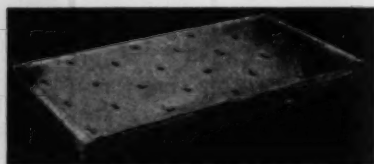
for a more successful 1936 wrestling season by using the following aids in your work:

Wrestling Ear Protector—Large, medium, small, each.....\$3.50
Individual and Team Record Score-book—Each.....\$1.00
Modern Wrestling Text—Each.....\$2.00
Wall Chart Showing 48 Photos—E. \$1.50
OTHER CHARTS AVAILABLE JAN. 1
In ordering the above send requisition or cash with order. Write direct to

Hugo Otopalik, Box 436, Ames, Iowa

MATS . . . for

WRESTLING - BOXING - TUMBLING



Since 1911, Manufacturers of fine mats.
Send for booklet, Dept. "C"

PETERSEN & COMPANY
4225 North 16th St., Philadelphia, Pa.

Here Below

[Continued from page 5]

being paid, but he preferred having them get their money elsewhere.

The Association of State Universities, at its recent meeting in Washington, D. C., (Nov. 22), moved toward frank and open handling of the problem of collegiate athletic subsidies by asking that full publicity be given to the source and amounts of an athlete's income and published in the student newspaper.

Well, things are coming out into the open, where it is healthier.

Rules. The fast-whistle slow-whistle argument will stop only when the N.C.A.A. Football Rules Committee clears up the ambiguity it caused by the insertion of the Supplemental Note to Rule 7, Section 7. We are all in favor of encouraging the lateral-passing game, but we believe that it can be done without introducing a seeming contradiction into the dead ball rule. Users of the Official Inter-scholastic Rules were not affected by the controversy, because the National Federation Football Rules Committee did not attempt to elaborate on the "forward progress" clause. At the beginning of the season, Walter Okeson, chairman of the N.C.A.A. Football Rules Committee, made known

the concern he felt over the addition of the Supplemental Note to the N.C.A.A. code encouraging the "slow whistle," and he made it clear at the time that the thing was experimental and "must not be paid for by any increase in injuries." Few injuries can probably be traced to it, but the experiment is nonetheless a failure because of the aforementioned ambiguity. Regarding the growing prestige of the National Federation Official Inter-scholastic Rules we are happy to note, in review, that the high schools of thirteen states now have adopted these rules; that much of the opposition from high school minorities in states using the rules has decreased appreciably; that Walter Okeson and his N.C.A.A. Football Rules Committee have come to see the wisdom of high school men deciding for themselves the rules of a game for which they are responsible, and have committed themselves to a policy of co-operation with the National Federation committee. There is still an articulate body of coaches who "do not see why two rule books are necessary." Well, two rule books wouldn't be necessary if (1) the one rule book could be made to contain all the rules the high school men want in the way they want to write them as well as all the rules the college men want in the way they want to write them; and (2) the college men and the high school men could agree on a method of selling and distributing the rule books. Now, you querulous coaches, all you have to do is to get these two groups of men to do these two little things, and there you are!

Lifetime Sports

[Continued from page 25]

has been worked successfully. Several rowing machines in a school can be used to good advantage. Talks, movies, etc., are stimulating.

Winter sports. Where the climate permits, schools should take every advantage of snow and ice, even going so far as to call off classes so that the students may have the opportunity to enjoy snow that, as in some states, may be gone tomorrow. Instruction in skiing can be given in the required gymnasium class out-of-doors. A ski cross-country run, with the competition by groups as well as by individuals, is popular wherever tried.

Extra suggestions. Books that discuss tennis, badminton, camping, gardening, hobbies, etc., should be in the intramural library and available to all. Another suggestion is to post attractive pictures of the various activities. Junior and senior students in high school should be allowed special privileges to develop their own recreational activity by playing tennis, horse-shoes, handball, practicing casting, etc., instead of taking only teacher-imposed work.

ATHLETIC EQUIPMENT

Cleaned—Sterilized—Rebuilt

HELMETS	PANTS	SHOES
SHOULDER PADS	HIP PADS	BASKET BALLS
JERSEYS	SOX	FOOT BALLS
MATS	TRACK SHOES	DUMMIES

Everything used in sports Rebuilt in our factory to be as presentable as New! Hundreds of schools throughout the U. S. are using our service. Chenille and felt letters a specialty.

THE KELLEY COMPANY

ESTABLISHED 1896

The Middlewest's Largest Cleaners, Sterilizers & Rebuilders of Athletic Equipment
IOWA CITY, IOWA



Other Cine Films as Low
as \$2.19 per 100 ft.

FOTOSHOP **\$4.25**
Introduces a New per 100 ft.
Including Processing
Ultra Rapid Panchromatic
16 mm. Cine Film

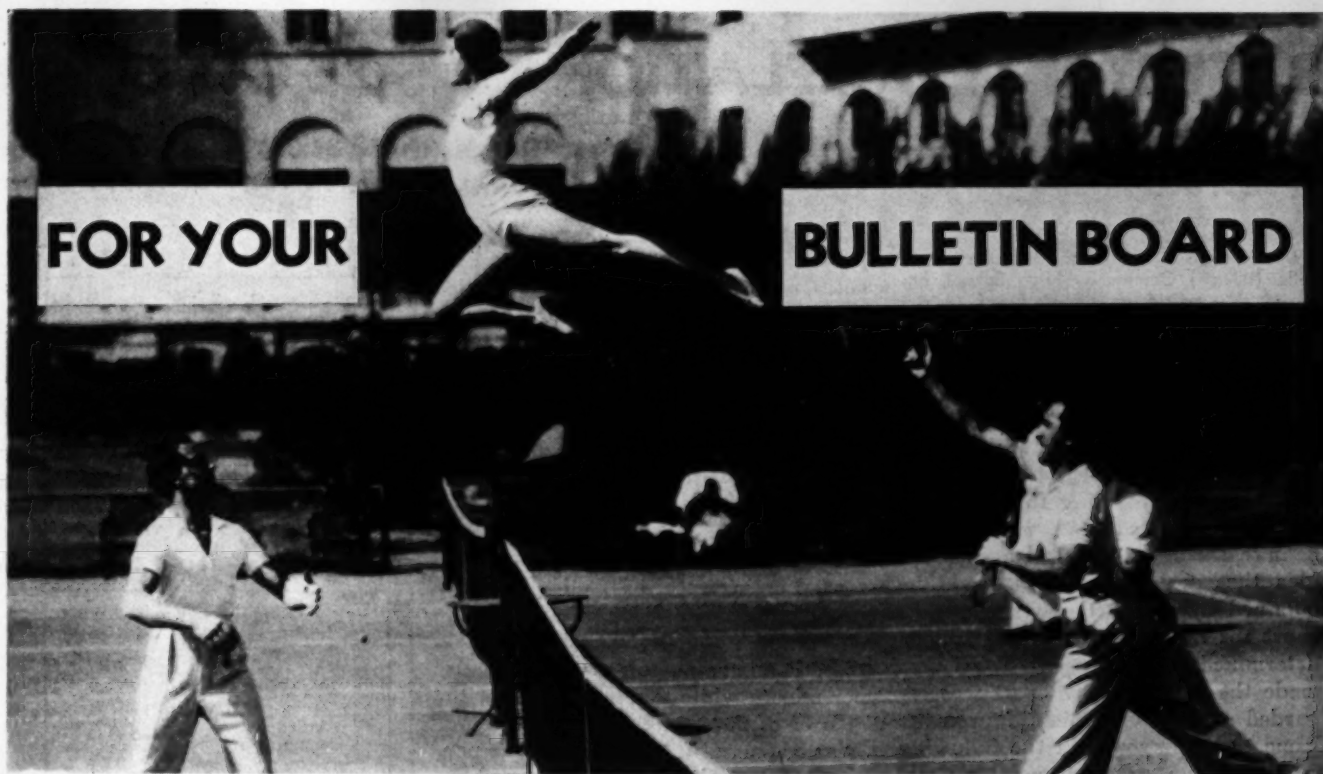
We guarantee this film to be as fast as any 16 mm. super-sensitive film now being sold. Extreme fine-grained, non-halation qualities assure perfect pictures.

16 mm. films duplicated at \$12 per 400 ft. reel. Reductions from 35 to 16 mm. at lowest prices. Editing and titling by experts.

All makes of new and used equipment at bargain prices. Motion pictures or still. Your old equipment accepted in trade. Write for descriptive literature.

FOTOSHOP, INC. 1365 W. 32nd St. New York, N. Y.

dition
p the
"slow
at the
mental
y in-
s can
e ex-
e be-
guity.
re of
inter-
note,
s of
these
ition
ates
ap-
and
om-
dom
em-
ch
om-
co-
tion
late
why
ell,
ary
be
igh
ant
les
ey
ol-
en
ng
w,
to
en
re



FOR YOUR

BULLETIN BOARD

Gendreau

ABOVE—A DANCING TEAM TAKES ITS ACT TO THE TENNIS COURTS: Stone & Vernon, famous adagio dancers, use the Miami-Biltmore tennis courts for rehearsing a number they put on in the dining room of the Florida hotel.



RIGHT—GERMANY SUMMONS A JEWESS TO COME TO THE AID OF HER COUNTRY: Helene Mayer, world's champion woman fencer, a German of Jewish blood, has been invited by the Hitler government again to represent Germany in the 1936 Olympics. Miss Mayer's acceptance, cabled from her temporary residence in California, is regarded as a defensive gesture, made to spare her people in Germany further suffering; and the invitation nothing more sincere than a device for quelling the clamor for a boycott of the Games.

Keystone

Keystone



LEFT—A FOOTBALL COACH IN THREE MOODS: Chick Meehan of Manhattan College caught by the candid camera in three different stages of the game his team lost to N. Carolina State. (1) Tie score; (2) one touch-down behind; (3) three touch-downs behind, one minute to go.



Athletes Gain Strength and Endurance —by Improving Nutrition this Way

Varsity athletes are always husky and strong. And they get their endurance and strength from the food they eat. But not every food has the food essentials required for sturdy growth. Cocomalt combines five important food essentials into one delicious chocolate flavor food drink. When mixed with milk as directed, Cocomalt actually adds 70% more food-energy to milk. That's why thousands of athletes drink Cocomalt regularly—why

they depend on Cocomalt for better nutrition which gives them strength, pep and endurance.

Cocomalt
Adds 70% more food-energy to milk
(Mixed according to label directions)



Cocomalt is accepted by the Committee on Foods of the American Medical Association. It is composed of sucrose, skim milk, selected cocoa, barley malt extract, flavoring and added Sunshine Vitamin D.

BASKETBALL IN RELATION TO SIZE OF FLOOR

By A. J. Bergstrom

Illinois study of 447 games played on eight classifications of floor areas

Mr. Bergstrom, football coach of the Monticello (Illinois) Community High School, has based this article on his study of district basketball tournaments in Illinois during the spring of 1935.

THE rules governing boys' basketball make provision for an "ideal" size court on which high school games should be played.* The fact that the rule providing for this ideal size has been adopted without any definite scientific basis suggested the idea that perhaps evidence could be obtained by which the optimum size court for high school games could be determined. In the study which was made the optimum size court was regarded as that one which allowed the game to be played with the following qualities: (a) greatest possible freedom from fouls, (b) greatest possible freedom from violations and interruptions, and (c) provision for the most interesting game from the standpoint of the spectator. The study did not take into consideration the physiological effect upon the players.

The data used in the study were collected in the district basketball tournaments held throughout the state of Illinois during the spring of 1935. Data from 447 games, played on eight classifications of floor areas, were used in this study. The floor sizes and number of games played on each size are as follows:

Class I	2500-2699 sq. ft.	46 games
Class II	2700-2899 sq. ft.	42 games
Class III	2900-3199 sq. ft.	38 games
Class IV	3200-3399 sq. ft.	135 games
Class V	3400-3599 sq. ft.	53 games
Class VI	3600-3899 sq. ft.	38 games
Class VII	3900-4099 sq. ft.	64 games
Class VIII	4100-4500 sq. ft.	31 games

After the data were collected averages for the various interruptions, etc., were computed. Some of these averages are herewith enclosed.

TABLE I
Averages for Various Interruptions
Per Minute
For Various Floor Sizes

Floor Size	Traveling	Ball In	Change of Possession	Jump Ball	Fouls
I	.390	1.56	3.26	1.72	.551
II	.392	1.29	3.49	1.50	.703
III	.351	1.64	2.70	1.73	.711
IV	.395	1.33	2.71	1.58	.692
V	.403	1.31	2.52	1.52	.674
VI	.335	1.12	2.30	1.96	.650
VII	.326	1.36	3.14	1.36	.746
VIII	.387	1.09	1.48	1.47	.663

*Official Basketball Rules, 1935-36: Rule 1, Section 1 gives the following dimensions ideal for teams whose players are of the age indicated for each group:

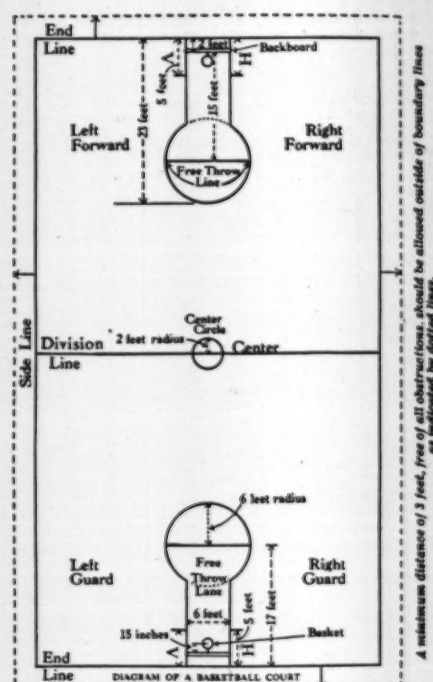
1. Jr. high school age—42 by 74 ft.—3108 sq. ft.
2. High school age—50 by 84 ft.—4200 sq. ft.
3. College age—50 by 90 ft.—4500 sq. ft.

It is shown in Table I that there is not a real consistency in the decrease of interruptions with the increase in floor area. However, there does seem to be a general tendency toward reduction of interruptions with the increase in floor area. Factors entering into the situation thus causing inconsistency are probably officiating, the type of game being played, that is, whether it is a fast or slow break, and the type of defense, zone or man to man. For instance, in Table I it will be noted that in Floor Size VI with an area of 3600-3799 square feet there is an average of 1.96 jump balls per minute while in Floor Size I with an area of 2500-2699 square feet there is an average of 1.72 jump balls per minute. The difference in these two situations is probably due to some outside factor, such as officiating, as the data in other instances, are fairly consistent.

TABLE II
Average Scores of the Winners and Losers
for Various Floor Sizes

Floor Size	Average Score Winners	Average Score Losers
I	34.11	19.96
II	37.11	21.67
III	39.65	22.62
IV	35.26	18.25
V	33.90	21.70
VI	38.90	19.52
VII	34.52	19.51
VIII	37.45	17.70

The fact that the superior team can operate more efficiently on a larger court is brought out by the above table. In this table there is brought out that though the average number of total points scored in each game, regardless of floor size, is consistent there is a general tendency that on larger courts the difference between the score of the winners and the losers is greater. For instance, on Floor Size I the total score for both winners and losers is 54.07, the winners scoring an average of 34.11 points against 19.96 for the losers. The difference between these scores is 14.15 points. On Floor Size VIII the total score for both winners and losers is 55.15, the winners scoring an average of 37.45 points against 17.70 points for the losers. The difference between the two scores is 19.75. Thus, on a small court where shots may be taken at random the weaker team has a better chance to win than it has on a large court where the ball must be maneuvered "in" for reasonable shots.



Official diagram of basketball court, from the Official Basketball Guide, showing the broken-line extension of each freethrow arc, to make the complete circle, as required by the 1935-36 rules. The complete circle now serves as a restraining line behind which the eight other players must stay until the ball has been tapped on a jump ball at that freethrow line.†

Too many interruptions during the course of the game results in the criticism that the color has been taken out of the contest by the continual break in the continuity of play. As indicated by Table III there is a fairly consistent decrease in the number of interruptions per game as the floor size increases. For instance, on Floor Size I there is an average of 7.091 interruptions per minute or approximately

Floor Size	Frequency of Interruptions (ball in, changing team possession, jump balls, fouls) per Minute for Various Floor Sizes
I	7.091
II	6.983
III	6.781
IV	6.312
V	6.024
VI	6.080
VII	6.606
VIII	4.703

†Through an oversight, the 1935-36 rules provide no penalty for trespassing in the freethrow circle on a jump ball there. Oswald Tower, official interpreter of the rules, says that the note to Rule 15, Sec. 1, applies as penalty. In effect, this note authorizes the official to call a violation on the offending player and award the ball to the opponents out-of-bounds. If violated repeatedly a technical foul may be called for delaying the game.

New Book on Girls' Basketball



"Modern Basketball for Girls"

BY WILHELMINE E. MEISSNER
AND ELIZABETH YEEND MEYERS

A handbook on the girls' game
as it is played today
54 PAGES, PAPER COVER
Text in Outline Form

FUNDAMENTALS . TACTICS . DIAGRAMS
Practice Formations, Floor Plays
(Two Court, Three Court)

AND UNIQUE COLLECTION OF ACTION
MOVIE PHOTOS SHOWING THE
FUNDAMENTALS

The authors are members of the Com-
mittee on Women's Basketball of the
American Physical Education Association.
The book is NEW, and brings the
game right up to 1936.

One Dollar, Postpaid, Immediate Delivery

SCHOLASTIC COACH BOOKSHOP
250 E. 43rd ST., NEW YORK, N. Y.

100 DRILLS for teaching BASKETBALL Fundamentals

Clearly shown in diagrams,
with detailed explanations
by

Blair Gullion

Basketball Coach, Univ. Tennessee

The only book of its kind. The result
of five years' study of all basketball
practice drills. Some of the drills are
original. Others recommended by lead-
ing coaches. Your money refunded if
you are not entirely satisfied.

ONE DOLLAR, POSTPAID

Scholastic Coach Bookshop
250 E. 43rd Street, New York, N. Y.

215 during the entire game. On Floor
Size V there is an average of 6.024
interruptions per minute or approxi-
mately 192 per game. On Floor Size
VIII there is an average of 4.703 in-
terruptions per minute or approxi-
mately 130 per game.

Several other tables of additional
data have been omitted because of a
lack of space. However, it was found
that throughout the study the data,
excluding the outside factors men-
tioned before, were fairly consistent in
indicating that a large court is better
suited for high school games than a
small one. The type of floor in this
study having the least interference
per game had a mean area of 4300
square feet.

Basketball Strategy

[Continued from page 9]

It can only hope that the spectators
and opponents will grow tired of the
resulting inaction and that scoring at-
tempts will be resumed. Should the
offense continue delayed tactics, the
zone may spread and thus reduce its
effectiveness. Usually it elects to adopt
a man-to-man style. From this it might
be concluded that good defensive
strategy would dictate use of a zone
formation while leading in the score,
and a man-to-man when behind.

Ideal as such strategy may appear
it has been found almost impossible to
operate. A zone player learns to rush
the ball-holder and to chase the ball,
since his teammates are ready to come
to his rescue if he is caught out of
position. This habit remains with him
when he tries to operate in a man-to-
man defense and makes him a sucker
for cuts and screens. Many coaches
have attempted to teach both styles of
defense to their teams but the ones
whose work I have followed have al-
most all found that it doesn't work.

Player's Father Shoots Coach

The anger of a father whose son had
been dismissed from the football squad
for violating training rules found a horri-
ble outlet when the father shot the coach
of the team and then turned the gun on
himself. P. S. Killen, the football coach
of the Lake Charles, La., High School
team, was in the school auditorium the
afternoon of Nov. 22, conducting a pep
meeting for the game that night with
Abbeville High School, when he was
summoned to a hallway and shot by the
father of the dismissed player. The father
fired four shots: the first two went wild;
the third entered the coach's abdomen; the
fourth was fired into his own head. The
father collapsed. Killen walked out of the
building into an automobile, and was
driven to a hospital, where it was deter-
mined the bullet had just missed his heart.
He was in a critical condition, but both
he and the father were living as this issue
went to press. Killen's players stood ready
to give blood transfusions.



EQUIP YOUR TEAM WITH HOCKEY STICKS by NORTHLAND

A great deal depends on sticks when it comes
to competitive ice hockey. That's why it will
pay to equip your teams with Northland hockey
sticks.

Expert workmen combine excellent design
with skilled craftsmanship to produce hockey
sticks that are well balanced, light in weight,
using only rigidly selected, stiff, tough, mois-
ture-resisting Rock Elm.

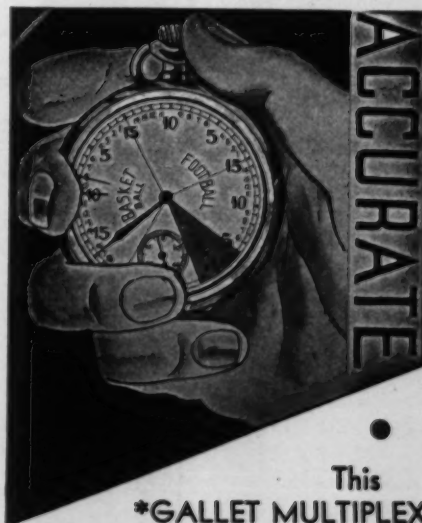
There is a complete range of Northland
hockey sticks including those used by the best
players on the leading professional teams as
well as models for intercollegiate and inter-
scholastic competition.

Many years of painstaking manufacture,
slowly seasoned woods, expert design and
skilled craftsmanship have made Northland the
greatest name in winter sports equipment.

Write for Northland's interesting catalog
describing ice hockey sticks, field hockey
sticks, skis, snow shoes, toboggans, and winter
sports accessories.

Northland Ski Mfg. Co.

World's largest ski manufacturers
85 Merriam Park St. Paul, Minnesota



This
*GALLET MULTIPLEX
will give you LASTINGLY
DEPENDABLE SERVICE...

When accuracy is important—don't buy
anything short of the best... A Gallet
Multiplex guarantees satisfactory service
that lasts! It is sound economy to buy a
Timer that serves longest...

*FOR FOOTBALL
BASKETBALL
HOCKEY

OTHERS FOR
ALL SPORTS
USES

JULES RACINE
& COMPANY

20 West 47th St., N.Y.C.

Send me Sport Timer Catalog S.C.

Name

Address